Miller, Mary M.
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Exercises in auditory and visual training as a means of increasing spelling facility in grade Three.

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

EXERCISES IN AUDITORY AND VISUAL TRAINING AS A MEANS OF INCREASING SPELLING FACILITY IN GRADE THREE

Submitted by

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(B.S. in Ed., Boston Teachers College, 1934)

In partial fulfillment of requirements for
the degree of Master of Education.

1945

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The author wishes to express her appreciation to Dr. Helen Blair Sullivan for her assistance in writing this paper.

TABLE OF CONTENTS

INTRODUCTION

Spelling is a social obligation. It is what might be called standard equipment for the literate adult".[1] Self-assurance in spelling is a social asset and errors are hardly to be tolerated. Facility in spelling, says Foran,[2] brings ease of thought and attention to written expression and minimizes the force of such factors as tend to inhibit good expression.

The purpose of this study is to increase spelling facility in children so that it does become part of their life equipment. Sets of exercises for auditory and visual training have been compiled in the form of a spelling workbook for pupils in a third grade.

The words, tests and exercises are based on words taken from a Grade Three Spelling List of a large city school system and represents work to be carried on during an entire school year.

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[1]Hildredth, G., Learning the Three R's, A Modern Interpretation. Chicago: Educational Publications Inc. 1936, pp. 190.

[2]Foran, T. G., The Psychology and Teaching of Spelling. Washington, D. C.: Catholic Education Press, 1934, pp. 4.

INTRODUCTION

Spelling is a social obligation. It is what might be called standard equipment for the literate world.[1] Self-awareness in spelling is a social mores and errors are largely to be eliminated. Facility in spelling, more than, perhaps some of thought and attention to writing mechanics and skillness has force of such factors as tend to inhibit good expression.

The purpose of this study is to discover spelling facility in children so that it does become part of their life experiences. Data of experiences for auditory and visual spelling have been compiled in the form of a spelling textbook for pupils in a third grade.

The words, tests and exercises are based on words taken from a grade three spelling list of a large city school system and necessarily work to be covered in during an entire school year.

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[1] Stickney, G., Learning the Three-Rs, A Modern Introduction. Chicago: Educational Publications Inc. 1960, pp. 489.

[2] Sartor, T. G., The Diagnosis and Teaching of Spelling. Washington. D. C.: Catholic Education Press, 1961, pp. 4.

CHAPTER I

SUMMARY OF PREVIOUS RESEARCH

English spelling is decidedly irregular and non-phonetic. It has drawn on all languages for its words. Spelling of words has come down to us through the ages in many guises. Before the advent of printing it depended on the ideas of the professional scribes of the large cities. When spelling passed into the hands of the printer he was in most cases a man of inferior scholarship who used the words as he pleased. Also, Smith[1] found that when the compilers of the early dictionaries finally arrived on the scene they failed to trace the history of words or to select the most simple or phonetic form. Irregularities were sanctioned and remained. Who could blame the printer, however, for who was to guide him?

As the English language is constantly gaining in use and influence one of its chief stumbling blocks is its irregular spelling and its unfavorable reaction upon the problem of teaching children and adults to read.

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[1]Smith, W. A., The Reading Process. MacMillan Co., New York, 1923, pp. 64-86.

Foran[2] argues, however, that to consider spelling merely as a tool or as an activity which begins and ends with the learning of the words contained in an assignment, is so narrow a view of the subject as to suggest a misconception of its educational value.

Spelling is not an ability to be learned in general. It is a specific, automatic skill. The criterion of success in the modern school, according to Hildredth,[3] is how well the child spells whenever he writes. Spelling has no other purpose but use as a tool in writing. Little practical need for oral spelling presents itself, except for some reinforcing of the auditory perception. Again by Hildredth[4] we are told that the standard for spelling should be a practical one. The school can scarcely hope to produce perfect spelling in the writing of all the pupils, but through provision of ample opportunities for written work, it can stimulate interest in correct spelling and equip the children with a sufficiently large store of automatically correct responses to meet all practical purposes. The spelling lists should be based on the needs of the adult in his daily life.

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[2]Foran, T. G., The Psychology and Teaching of Spelling. Washington, D. C.: Catholic Education Press, 1934, pp. 8.

[3]Hildredth, G., Learning the Three R's, A Modern Interpretation. Chicago: Educational Publications Inc. 1936, pp. 201.

[4]Hildredth, op. cit., pp. 202-215.

By grade three the child has acquired some ability to read and has some familiarity with sounds. This ability should be increased as an aid to fixing spelling words. The need for spelling is felt by the child by the age of seven or eight. He is easily satisfied with his own phonetic spelling and the eradication of errors is a long, slow process. Of course, the ideal pupil is the one who learns by himself, if and when the teacher can create a "spelling conscience"[5] and emphasize the desirability of correct social usage. This idea to the casual reader may seem like the Utopian ideal, but the writer believes that the spelling lists could be sifted, unnecessary words eliminated, and the primary school spelling load lightened, using as a basis for work only the words actually used by children in writing.

In providing opportunities for use of the spelling words in written expression Gates[6] asserts that the words are kept alive by being constantly perceived in the process of reading and writing. Keenness of word perception tends to pull spelling ability up to a higher level. Gates[7] in

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[5]Hildredth, op. cit., pp. 210.

[6]Gates, A. I. and Chase, E. H.,"Methods and Theories of Learning to Spell Tested by Studies of Deaf Children." Journal of Educational Psychology. Vol. 17, No. 5, May, 1926. pp. 289-300.

[7]Gates, A. I., "A Study of the Role of Visual Perception, Intelligence and Certain Associative Processes in Reading and Spelling." Journal of Educational Psychology, Vol. 17, Oct., 1926, pp. 433-445.

By grade three the child has acquired some ability to read and has some familiarity with sounds. This ability should be introduced as an aid to finding meaning words. The need for spelling is felt by the child by the age of seven or eight. He is easily satisfied with his own phonetic spelling and the correction of errors is a long, slow process. Of course, the ideal pupil is the one who learns by himself, if and when the teacher can create a "spelling consciousness" and encourage the desirability of correct social usage. This idea is the central feature of Morse's The Spelling Issue, but one writer believes that the spelling idea could be defined, unnecessary words eliminated, and the material school spelling load lightened, below an a basis for work only the words actually used by children in writing.

In providing opportunities for use of the spelling words in written expression Dates[1] records from the words are kept alive by being constantly practised in the process of reading and writing. Reasons of word recognition cause to call realizing ability so to a higher level. Dates[2] in

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[1]McKeough, op. cit., pp. 210.

[2]Dates, A. J. and Dhand, S. L., "Phonics and Phonetic of Jacobs: to Spell Tested by Analysis of Some Children." Journal of Educational Research.

[3]Morse, J. L., "A Survey of Spelling Difficulties, Preliminary and Suggestions Regarding Spelling and Spelling." Journal of Educational Sociology. Vol. IV, Oct., 1930, pp. 142-146.

another article conceives reading and spelling to be not single unitary processes, but a number of activities highly integrated.

The fundamental skills underlying reading and spelling are similar. Children who are poor readers are likely to be poor spellers. Here the question of intelligence enters the picture. Hartman[8] proposes that it is not an exclusive property of high or low intelligence, although it is equally certain that it is not as independent of general native ability as some extremists would like us to believe. He believes that spelling ability is largely dependent on one specific form of visual reaction and not upon general superiority.

The studies of Hollingworth and Winford[9] agree that disability among poor spellers is not necessarily a function of quality of general intelligence. Children on the same mental level and of the same school training differ markedly in ability. The significance of general mental ability, however, should be carefully considered in any phase of

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[8]Hartman, G. W., "Relative Influence of Visual And Auditory Factors in Spelling Ability. Journal of Educational Psychology, December, 1931. pp. 691-699.

[9]Hollingworth, L. S. and Winford, C. A., The Psychology of Special Disability in Spelling. Contributions to Education, No. 88, Teachers College, Columbia, 1918, pp. 72.

spelling word especially in diagnostic or remedial programs.

Learning to spell, according to Gates,[10] is an individual project. No one can become proficient without first being taught how to proceed. Thus we see that the ability to learn to spell is the result of a variety of contributing abilities.

Since reading and spelling are so closely interwoven and auditory and visual training have been notably used to improve reading ability, we see no reason why eye and ear training exercises could not be developed to transfer these aids to improving skills and fixing words in spelling.

The majority of the spelling authorities agree that the most common cause of misspelling is to be found in the inadequacy of acquaintance with the visual form of the word. Hildredth[11] again tells us that "Spelling can be learned without visual aid, but the visually normal person relies on all sensory impressions during the course of learning". Durrell[12] says that "Failure to remember the visual word form is the basic difficulty in English spelling". Since

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[10] Gates, A. I., The Psychology of Reading and Spelling. Contributions to Education, No. 129. Teachers College, Columbia. 1922. pp. 79.

[11] Hildredth, op. cit., pp. 790.

[12] Durrell, D. D., Improvement of Basic Reading Abilities. World Book Co. New York, 1940. pp. 270.

English words are so non-phonetic we must depend on visual memory.

In the field of auditory training, Durrell[13] claims that much of the lack of development in spelling is the failure of the child to spell "by ear" and to write essential parts of a word from hearing it. Murphy's[14] study found that training in auditory discrimination eliminated many reading difficulties and suggests that some such training might contribute to the improvement of spelling.

Spelling is closely related in the curriculum to reading and composition. Numbers of spelling lists and spelling books have been available through the years, lists and books containing hundreds of words, often with no semblance of relation to any other school subject. Perhaps this is due to the fact that spelling was once considered a "disciplinary" subject, and words were included to give the mind exercise and training. No other reason seems to be evident for allowing spelling to survive without being coordinated with any school subject.

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[13]Durrell, op. cit., pp. 271.

[14]Murphy, H. A., Contruction and Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading. Unpublished Master's Thesis. Boston University, 1940. pp. 78.

CHAPTER II

PRESENTATION OF PROBLEM

Gates and Russell[1] in their study of spelling difficulties found that most school programs have many limitations. Some of these are:

1. A heavy vocabulary load.
2. Grade level of words to be learned.
3. Methods employed.
4. Relationship to rest of program.

It is difficult, of course, to eliminate many of these things when the school is bound by necessity to courses of study, especially in the fields of vocabulary load and grade level of learning.

Durrell's[2] diagnosis of spelling errors includes the following:

1. Lack of understanding of meaning of word.
2. Lack of ability to spell by "ear".
3. Lack of ability to visualize word elements - unphonetic English language makes this necessary.
4. Lack of ability to transfer to written composition.

Considering all these limitations and basic errors of spelling in the everyday school curriculum and the poor

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[1]Gates, A. I. and Russell, D. H., Diagnostic and Remedial Spelling Manual. Bureau of Publications, Teachers College, Columbia University, New York, pp. 8-9.

[2]Durrell, D. D., Improvement of Basic Reading Abilities. Yonkers-on-Hudson: World Book Co., 1941, pp. 270.

quality of spelling evident in all grades through the secondary schools this writer will endeavor to develop exercises for auditory and visual training for the improvement of spelling in a third grade. These exercises will be based on the prescribed spelling list for the grade and will be used during an entire year.

A spelling list of 301 words has been chosen from the Grade Three List with proper names and abbreviations being omitted as they are taught in the language periods. The words have been divided into 30 units, the number of words varying in each unit, and majority containing 10 words. One unit will be used each week and may be spaced so that any review work that may be necessary can be fitted into the program. These units are to be used during the next school year with 200 children.

The units have been arranged in workbook form with a lesson for each day of the week, the allotted time being 15 minutes per day. Lesson 1 is to present the new words, to enrich their meaning or association or to have any class discussion that may be necessary. Lesson 2 is an auditory exercise. Lessons 3 and 4 are visual exercises. The final lesson of each unit is a test or review lesson. All the material of the workbook can be easily hectographed or mimeographed and fastened together so that each child may

have a copy for constant reference and review.

The division of the words into units has been made on the basis of words having similar

1. Beginning consonants.
   Units 1 and 2, pages 13-28 of the workbook contain 19 words used in lessons stressing beginning consonants

2. Final consonants.
   Units 3 and 4, pages 29-42, have 24 words emphasizing ending consonants.

3. Beginning blends, pages 43-100; 105-109; 128-133.
   Units 5, 6, 7, 8, 9, 10, 11, 12, 13, 15 and 19 make use of the blends bl, gl, cl, al, el, fl, pl, kn, ch, sh, br, gr, dr, sk, sp, sw, sl, st, fr, wr, pr, cr, tr, th, be, tw.

4. Final and middle blends, pages 100-105; 122-163.
   Units 14, 18, 19, 20, 21, 22, 23, 24 are based on the words using th, ing, self, ly, ght, rn, rg, rt, rd, rk, ld, ng, ck.

5. Vowel and consonant combinations, pages 110-121; 164-200.
   Units 16, 17, 25, 26, 27, 28, 29, 30, are vowel and consonant combinations of ee, ea, tt, ll, nn, bb, pp, ss, gg, ai, au, ou, oo, and ow.

In each of the units and lessons the stories and sentences follow children's experiences and vocabulary of primary school. The directions that are to be followed are simple and related to those to which they are accustomed in their reading books and workbooks.

In the last lesson in each unit an effort has been made to stimulate interest in progress by varying the method of testing. The devices in the book given to children would provide a scale of progress for both teacher and pupil.

CHAPTER III

SUGGESTIONS FOR FURTHER STUDY

1. Check the spelling lists used in a school system against the words actually used in daily life.
2. Check the spelling words against the basic reader word lists.
3. To discover whether differences in sex have any effect on spelling ability.
4. To discover what part is played by speech defects in spelling ability.
5. To find what relation speed of handwriting bears to spelling efficiency. See Acomb's Master's Thesis

A SPELLING WORKBOOK

FOR

GRADE III

UNIT 1

Lesson 1 - Introduction

back	camp	lamp
mend	rest	dance
sent	vacation	pound
	held	

Last summer when we were at camp, far back in the woods, the children held a folk dance contest. They held it at night in the big rest cabin. Each of children had to mend a paper lamp to hang about the dance hall.

At last everyone in camp was ready to go to the big cabin. We were all excited because Joe's father had sent a five pound box of candy as a prize for the dance contest. What a good vacation we had at our camp, far back in the woods.

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1. Read the story
2. Have children underline words as noted by teacher on hectographed copy.
3. Have children give oral sentences using words to check on understanding of meaning.
4. Have children copy words in a list at bottom of paper.

Lesson 2 - Auditory Exercise

1. Teacher recites list of words beginning with "b".
2. Class repeats another list after teacher emphasizing the beginning consonant.
3. Have list of spelling words on board.
4. After each exercise find word in list beginning with the consonant.
5. Spell the word orally and individually.
6. Repeat the list after teacher at end of lesson.

Teacher:	bill boat big bundle bottle bolt	back
Class:	bag blow battle bond bang butter	
T.	cap cattle cape cottage call candle	camp
C.	candy caught comb coming catch cat	
T.	leaf light load little lift line	lamp
C.	letter let lovely loaf list lap	
T.	man more meat much matter money	mend
C.	mother movies music mouse mark miss	
T.	run rabbit ruler rose red road	rest
C.	read rich ready round roll rip	
T.	doll date died December deer desk	dance
C.	dinner dark dollar duck dump dust	

T.	say sell see sleep sing soldier	sent
C.	sand soda sit smoke soup slide	
T.	voice very vegetable valentine vase valley	vacation
C.	village vine violet vote voyage vessel	
T.	pet picture pie piece pretty pole	pound
C.	pillow pine pinch pick punch pack	
T.	happen hammer hop hello hang hole	held
C.	hollow help hit happy hard hill	

Lesson 3 - Visual Exercise

Children have mimeographed copy of exercise, lists of words, two words in each list being same.

Look at the words on this page. On each line find two words that are the same. Draw a circle around each of them. Then write the word on the black line.

1. back basket balloon back box _____
2. coach collar camp cot camp _____
3. light lamp little lamp lot _____
4. matter mend much mend maybe _____
5. rest right rich rest riddle _____
6. deer dance date dance dinner _____
7. sent saddle supper seat sent _____
8. vacation visit vacation valley voice _____
9. put pound picture peach pound _____
10. hope held happy held hot _____

Lesson 4 - Visual Exercise

1. Have list of words on board.
2. The following set of sentences must be answered by using the spelling words on the board.

Fill in the blanks with the right word.

1. A cowboy rides on a horse's _____.
2. Every summer we have a _____ from school.
3. John bought a _____ of butter.
4. The children had a folk _____ this morning.
5. Soldiers go to _____ for training.
6. Mother had to _____ my stocking.
7. My sister _____ my hand when we crossed the street.
8. Bill _____ me a valentine.
9. Do you take a _____ after your dinner?
10. Mother gave me a new desk _____ for my room.

Lesson 4 - Third Grade

1. Dictation of words on board.
2. The following set of sentences may be answered by using the spelling words on the board.

Fill in the blanks with the right word.

1. A cowboy rides on a horse. _____
2. Every winter we have a _____ from school.
3. John bought a _____ of butter.
4. The children had a talk _____ this morning.
5. Children go to _____ for training.
6. Cotton had to _____ my stockings.
7. My sister _____ my hand when we crossed the street.
8. Bill _____ me a valentine.
9. Do you take a _____ after your dinner?
10. Father gave me a bed desk _____ for my room.

Lesson 5 - Test

Divide period into two parts.

At beginning of morning session expose flash cards for five seconds and have children write words.

After the recess period dictate the words to children again.

Note individual errors for further study and review.

UNIT 2

Lesson 1 - Introduction

first	kind	watch
gift	nine	yard
just	tire	quart

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1. Read sentences.
2. Underline words as written by teacher at board.
3. If word has more than one meaning discuss them.
4. Children read sentences orally emphasizing underlined word.
5. Ask other children to point out words at board that they see in sentences.

Thursday was the <u>first</u> day of March.

John sits in the <u>first</u> row.

My brother is in the <u>first</u> grade.

Did you receive a <u>gift</u> for your birthday?

We give many <u>gifts</u> at Christmas.

"Here is a <u>gift</u> for you", said mother.

What kind of puzzle is that?

John is kind to animals.

A scout does a kind act every day.

School begins at quarter of nine.

Nine boys may play baseball.

There are nine chairs around the table.

"Do not tire the baby", said mother.

The front tire on our car is worn out.

Jeeps have a big tire on each wheel.

Mary's wrist watch is pretty.

A sailor must stand watch on his ship.

Watch the patrol boy when crossing the street.

We play in the school yard at recess.

Helen needs a yard of cloth for her sewing bag.

The yard was filled with children.

Before this group explain that we always find q and u together.

Go to the store and buy a quart of milk.

That quart bottle is empty.

The motor needed a quart of oil.

Lesson 2 - Auditory Exercise

1. Teacher repeats first line of words.
2. Class repeats second line.
3. After exercise on each beginning consonant teacher writes new spelling word on board. Teacher and child then repeat word.
4. After exercise have children pick out words in list for oral practice.

Teacher:	fancy	fruit	funny	fellow	fit	first
Class:	fan	fill	fish	fussy	fat	
T.	get	gallop	goes	golden	gasoline	gift
C.	grease	go	got	giddy	gone	
T.	jump	jelly	job	joke	juice	just
C.	jacket	jam	jar	joy	jet	
T.	kitten	keep	kept	kill	kick	kind
C.	kilt	king	kiss	kitchen	key	
T.	nose	no	name	never	none	nine
C.	new	need	nice	number	noise	
T.	top	time	to	took	tree	tire
C.	ten	talk	till	today	town	

T.	window water well wish work	watch
C.	week wait word way walk	
T.	yellow year yes young yesterday	yard
C.	yet yarn your yonder yell	
T.	quarter quarrel quiet quilt quota	quart
C.	quick question quell queen quickly	

Lesson 3 - Visual Exercise

1. Give child mimeographed list of words to cut up.
2. Teacher's words printed on flash cards.
3. Teacher exposes card for five seconds.
4. Children find words to match and place in list on desk.
5. Check desks.
6. Have individual children pick up words to read to class - teacher making list on board as child reads words, children making new list on desk.
7. Watch desks carefully to check on work.

Keep words in envelope for next lesson.

Lesson 4 - Visual Exercise

1. Use slips on which words are written from previous lesson.
2. Have mimeographed sheet with sentences having blank spaces.
3. Children place words slips in proper sentence blanks.
4. Have same sentences on board. After desk word child may choose sentence on board and fills in word.

---

1. Jack is in the _____ grade.
2. Did you _____ the parade?
3. Choose _____ boys for the baseball team.
4. Little children should play in the _____.
5. We should drink a _____ of milk every day.
6. That automobile _____ is flat.
7. John gave me a _____ for my birthday.

Lesson 4 - Lord's Prayer

1. The ships or Indian canoes are written from previous lesson.
2. Have photographed street with sentences having black square.
3. Children place words along in proper department blocks.
4. Have some conversation on board. After dark board could may change sentences on board and drills in words.

---

1. Look in the sky _____ stars.
2. At your _____ was upward
3. Among _____ been for his special care.
4. Little children should play in the _____.
5. We should take a _____ of milk every day.
6. Have a _____ in Christ.
7. John came as a _____ from my birthday.

8. "_____ for me after school", said Joe.

9. Our mothers are _____ to us.

Lesson 5

Review of Words - Beginning Consonants

Draw a circle around all the words in the group that look like the first word. All do the first one together.

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	much	clean	afraid	mend	now	father
mend	mend	same	many	mend	mother	fence
	tree mend					
	run	friend	hard	first	land	fellow
first	first	chalk	first	bomb	fat	first
	lack	post	beet	back	bottle	back
back	butter	but	back	bill	back	bond
	jump	just	jelly	jet	just	juice
just	joke	just	joy	jar	jacket	just
	candy	comb	camp	band	camp	cat
camp	zoo	camp	battle	doll	early	camp
	kill	kitten	apple	kind	cattle	kind
kind	cold	kind	desk	fight	kind	goes

lamp	lawn	lamp	kitchen	little	lamp	lady
	game	that	lamp	kind	every	lamp
vacation	woods	very	vacation	puzzle	vacate	
	copy	vacation	teacher	vine	vacation	
held	hunt	handy	held	dance	cabin	held
	did	have	cried	hold	heaven	held
rest	rent	raise	flower	rest	summer	rest
	sent	five	rain	rest	each	rest
nine	none	nine	contest	naughty	nine	story
	never	nice	nine	then	night	nine
dance	dent	dance	mother	date	dance	dead
	dance	kind	dinner	dance	under	doll
tire	test	beat	tire	tent	towel	tent
	act	tire	point	tire	grade	tire
sent	such	house	sent	along	sent	soup
	spoon	sent	sentence	words	sent	that
pound	potato	pound	happy	pound	point	pussy
	auto	pert	pound	paper	catch	pound
watch	water	willing	watch	yard	west	watch
	settle	watch	wring	watch	wrestle	

quart	quick	quarter	quart	party	put	quart
	quiet	quick	quart	plenty	deer	quart
yard	yes	yard	yesterday	water	wonder	yard
	carry	yard	yellow	yard	today	yard
gift	get	held	gift	gather	gift	give
	gift	bath	jerk	gift	turtle	gift

UNIT 3

Lesson 1 - Introduction

left	talk	wagon
comb	high	doctor
lamb	careful	news
half	warm	newspaper

Can you find the answer to these riddles? You can look at the list of words at the top of the paper. It will help you to find the answers.

1. What does your father read in the morning?
2. What is a young sheep called?
3. Who comes to see you when you are sick?
4. What do you listen to on the radio every noontime?
5. What do you do with your mouth?
6. What do you use on your hair in the morning?
7. What is the weather like in summer?
8. What can you ride in?
9. When you cross the street what must you be?
10. When you go home to lunch how much of the day is gone?

Section 2

Interpretation

Late	Hair	Person
Good	Ship	Answer
Lamp	Material	Down
Half	Work	Weather

Can you find the answer to Upon reflect? You can look at the list of words at the top of the page. It will help you to find the answer.

1. What does your Father-Town do the morning?
2. What is a young sheep called?
3. Who works in her yard when you are sick?
4. What do you listen to on the radio every morning?
5. What do you do with your mouth?
6. What do you use on your hair in the morning?
7. What is the weather like in summer?
8. What can you ride on?
9. When you crossed the street what must you do?
10. When you go home to lunch how many of the day is gone?

11. How do airplanes fly in the sky?

12. What is the opposite of right?

Can you choose four words and make up your own riddles? Read them to the class when you have finished.

Lesson 2 - Auditory Exercise

Teacher recites first list of words.
Children repeat second list after her.
Find the word in the spelling list that has the same sound.
Spell the word orally and individually.
Repeat spelling list at end of lesson.

Teacher:	craft	loft	cleft	deft	raft	left
Class:	tuft	rift	lift	oft	aft	
T.	climb	limb	bomb	lumber	dumb	comb
C.	amber	limber	lamb	bombs	clamber	lamb
T.	wolf	shelf	elf			half
C.	golf	gulf				
T.	balk	chalk	walk			talk
C.	calk	folk	talk			
T.	nigh	sigh	though	through	bough	high
C.	plough	although	neigh	neighbor		
T.	thoughtful	harmful	wistful	helpful		careful
C.	wilful	woeful	handful	fitful	truthful	

T. harm farm alarm form firm warm

C. worm term storm affirm inform

T. dragon falcon on upon capon wagon

C. coupon bacon beacon balcony

T. factor proctor Hector lector doctor

C. or for parlor cantor labor

T. chews follows swallows allows mows news newspaper

C. mews throws willows wallows snows

Lesson 3 - Visual Exercise

Use all of your spelling words in the sentences below where you find blanks.

1. Be _____ crossing the street.

2. The wild geese were flying _____ in the sky.

3. You should _____ your hair before coming to school.

4. Do you always write with your _____ hand?

5. Mother gave the baby a toy _____.

6. The _____ comes to school everyday.

7. Give George a _____ of the apple.

8. Children must not _____ in the lines.

9. June is a _____ month.

Lesson 4 - Vocabulary

Use all of your words in order in the sentences below and you find blanks.

_____

1. We _____ crossing the street.

2. You will make more flying _____ in the sky.

3. The crowd _____ then half before coming to school.

4. Do you always write with your _____ hand?

5. Mother gave the cake a bit _____.

6. The _____ change to brown every day.

7. Give George a _____ of the dress.

8. Children make fun _____ in the lake.

9. Jane lost _____ marbles.

10. The milkman's _____ is in front of my house.

11. We listen to radio _____ every day.

12. Joe sells _____ every night at the corner.

13. Old _____ were piled on the junkman's _____.

14. The bakery _____ turned _____ at the crossroads.

15. The storekeeper had only a _____ dozen eggs left in the basket.

16. The _____ is going to give us a _____ this morning.

10. The milkman's _____ is in front of my house.

11. He plans to ride _____ every day.

12. Joe sells _____ every night at the corner.

13. Old _____ were piled on the pavement _____.

14. The policeman _____ stopped _____ at the crossroads.

15. The storekeeper had only a _____ dozen eggs left in the basket.

16. The _____ is going to give us a _____ extra million.

Lesson 4 - Visual Exercise

In the following story you will find many words that have letters missing. Try to fill in the missing letters from the words in your spelling list.

Our n s boy l t the news er on the porch. It was a w m morning. Mother said that the boy should be more c eful about throwing our n spaper on the porch. My dad, the doc read it first and told mother all the ws. Then mother looked through it to find the price of l at the meat market. She thought the price was too hi . Dad and mother had a long t about the gh prices in the stores.

"We must be very ful of money in war time", said Dad.

Just then my brother came downstairs.

"Did you c b your hair?" asked mother.

"Yes", said Jim. "It isn't h f done this morning. I'm going to work today and I must look very neat and clean."

"Where are you going to work?" asked Dad.

"I'm going to work for h f a day on the bakery wag every day this summer," answered Jim.

"Good," said Dad, and went back to reading his paper.

Lesson 5 - Test

Spell-O adapted from "Bingo".

Teacher dictates words which children write in any space.

Use review words of first three units.

Children who get the words correctly written across or down win.

Spell-O

Free				
	Free			
		Free		
			Free	
				Free

UNIT 4

Lesson 1 - Introduction

giant	sugar	mark
color	picture	winter
hundred	pupil	potato
money	holiday	polite

See if you can find a word in the sentences below that looks the same as a word in the list at the top of the paper.

When you find it draw a line under it.

1. The giant climbed down the beanstalk.
2. The pupil gave the right answer.
3. Color the apples red and yellow.
4. The baby made a mark on the door.
5. There are a hundred cents in every dollar.
6. The potato grows under the ground.
7. We should be polite at all times.
8. Draw a picture of a yellow pumpkin.
9. The giant airplane carried many soldiers.
10. What color is the moon?
11. Christmas is a holiday.

12. Buy Defense Stamps with your money.

13. Sugar is used in making jam.

14. Winter brings the ice and snow.

15. Mark the papers correctly.

16. January and February are winter months.

17. Every pupil should buy a War Bond.

18. We never have school on a holiday.

19. Jack has one hundred marbles.

20. Did your mother use her sugar stamp?

Lesson 2 - Auditory Exercise

Game adapted from one children play known as "Gossip".

Name each row as a team.

Whisper a word - one of the spelling words - to leader of team who in turn whispers it to the next person.

When last person on team hears the word he stands.

Team repeating word correctly wins.

Emphasize necessity for repeating the word carefully.

Use entire spelling list in this manner writing each word used on board.

Lesson 3 - Visual Exercise

giant	sugar	mark
color	picture	winter
hundred	pupil	potato
money	holiday	polite

Can you unscramble these letters to make the words listed above?

ntgai _____

locor _____

dredhun _____

yonme _____

sgura _____

tpiceru _____

lupip _____

ihloayd _____

karm _____

twinre _____

tapoto _____

liptoe _____

Lesson 4 - Visual Exercise

Fill in the blanks in the following sentences with words from your spelling list.

1. The _____ ran after Jack.
2. Red is a _____.
3. There are a _____ in a dollar.
4. Save your _____ for war stamps.
5. _____ is used to make candy.
6. The _____ hung on the wall.
7. We have a new _____ in our room.
8. Christmas is a _____.
9. The boy made a _____ on the paper.
10. January is a _____ month.
11. A _____ is a vegetable.
12. _____ children always say "please and thank you."

Lesson 4 - Visual Controls

Fill in the blanks in the following sentences with words from your spelling list.

1. The _____ was either dead.
2. Red is a _____.
3. There are a _____ in a dollar.
4. Have your _____ for war bonds.
5. _____ is used to make money.
6. The _____ hung on the wall.
7. We have a new _____ in our house.
8. Christmas is a _____.
9. The boy made a _____ on the paper.
10. January is a _____ month.
11. A _____ is a vegetable.
12. _____ mitten always say "please and thank you."

Test 4

Dictate simple sentences, using words of the week or some words in review.

1. Every child in school is called a pupil.

2. John gets money for selling newspapers.

3. The color of the wagon is red.

4. We must always be polite and careful.

5. A giant is a very big man.

6. The picture hung high on the wall.

7. In the winter we try to keep warm.

8. Are these two hundred pupils in your school?

9. Next week we will have a holiday.

10. We read a story to-day about a potato.

11. Sugar is sweet.

Week 6

Develop phrase conversation, making words of the week or other words in context.

1. Every child in school is called a pupil.
2. John pays money for getting newspapers.
3. The price of this weapon is two.
4. We must always be polite and patient.
5. A sheep is a very big man.
6. The picture hung flat on the wall.
7. In the kitchen we may be seen warm.
8. Are there two teaches pupils in your school?
9. That week we will have a holiday.
10. My teacher's house is to-day about a village.
11. Water is sweet.

UNIT 5

Lesson 1 - Introduction

blade	glass	clock
blew	class	close
block	clean	cloth
blow	climb	club

Do you like to play games? Here are some jingles that have a word missing from the last line. Can you guess the right word? When you have guessed look at the word list and make sure you are correct. Then write the word.

1. Tick tock, tick tock,
   Merrily sings the kitchen _____

2. Rub-a-dub-dub,
   Beat the drum with a _____

3. The pretty white moth
   Made a hole in the _____

4. My hands when they are seen
   Must be spotless and _____

Unit 2

Lesson 1 - Introduction

black	clean	close
blue	clap	cloth
blood	cause	cloth
blow	claim	club

Do you like to play games? Here are some limericks that have a word missing from the last line. Can you guess the right word? Can you have guessed lots of the word lists and make sure you are correct. Then write the word.

1. Flak took, this took,
Partly since the stroke _____

2. Bro-n-top-nun,
Bro's jog down with a _____

3. The sweet white moth
Make a hole in the _____

4. My mouth when they are open
Has no molars and _____

5. A boat I made
   With my sharp knife _____

6. To the South the birds flew
   When the cold winds _____

7. There's a nice big clock
   At the corner of our _____

8. There is ice and snow
   When the winter winds _____

9. I see a pretty little lass
   In the looking _____

10. It is very hard to rhyme
    A word with _____

11. The morning glory, but not the rose,
    Every night her pretty buds _____

12. If I study hard and really pass,
    I'll be promoted to the fourth year _____

5. A boat I rode
When my there write
_____

6. To ride around the block then
Keep the coats white
_____

7. There's a nice big clock
At the corner of one
_____

8. There is too much snow
When the winter winds
_____

9. One a pretty little jam
In the looking
_____

10. It is very easy to move
A very with
_____

11. The morning story, not put the room,
Every might buy pretty bows
_____

12. If I study hard and really pass,
I'll be promoted to the fourth, you'll
_____

Lesson 2 - Auditory Exercise

Listen carefully children as I say these words.

blow blast blank blunt bless

Now you say these words after me.

blue black blame bliss blister

Can you find the word blade on the board?

Can you find block?

Can you find blew?

Point out words on board.

Listen to the rhyme and see if you can tell me all the words that have the sound bl .

Little boy blue come blow your horn,
Sheep are in the meadow, Cows in the corn.

Mother Goose

Listen to my words again. You will hear another sound with l .

glisten gloom glean gloss glum

What letter did we find with l this time?

Say these words after me.

glad glean glide gloss glitter

Can you find glass on the board. Say it.

Shine little glow worm, glitter, glitter,

The Glow Worm

Listen carefully to these words and find the new sound with l .

click cluck clutch clap clip

Did you hear c ? Now say these words.

class clock climb close clown

Find all the words at the board that begin with cl .

Say this jingle to help you remember.

Clippity-clop, clippity-clop,

Down the road the wooden shoes hop.

Lesson 3 - Visual Exercise

Here are some sentences using our spelling words. One sentence is already waiting for you to fill in. When you have finished that make up your own sentence using the same word.

1. John belongs to the Boys' _____.

2. The _____ of my knife is very sharp.

3. Take a new piece of _____ for a duster.

4. The March wind _____ my hat off.

5. _____ the door quietly.

6. Do not _____ the doorway.

7. The _____ on our wall is very slow.

_____

8. _____ out the birthday candles.

_____

9. Do you want to _____ up the hill with me?

_____

10. Our windows are made of _____.

_____

11. Be sure you have _____ hands when you read your book.

_____

12. Our _____ went to the hall for movies.

_____

Lesson 4 - Visual Exercise

Words are cut up in a small envelope - beginning sound printed together. During the first half of the lesson children put the words together using the board list. Children then scramble the words, and during the second half of the lesson the teacher calls the words and the children are given a time limit on putting them together.

SPELL-O

In this test the children have the beginning blend - other spaces are for review words.

bl				Free
	bl		Free	cl
gl	cl	Free	cl	cl
cl	Free		bl	
Free	cl		cl	bl

SOLUTION

In this test the children have the geometric figures - other objects are for revision work.

Tree				Tree
	Tree		Tree	Tree
Tree	Tree	Tree	Tree	Tree
Tree	Tree		Tree	
Tree	Tree		Tree	Tree

UNIT 6

Lesson 1 - Introduction

almost	always	plant
alone	eleven	knee
also	flat	knew
along	flew	know

Can you draw a ring around the word in the sentences that makes the most sense? The list of words at the top of the page will help you.

1. My work is (alas, almost, hard) finished.

2. The boy was (alone, best, after) in the big castle.

3. The girl could play the piano and (alike, also, altar) the violin.

4. The man walked (happy, along, only) slowly.

5. We should (always, alike, hurry) say our prayers.

6. The clock is striking (elephant, eleven, caught) o'clock.

KEYS

Lesson 1 - Introduction

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

Can you draw a line around the word in the sentences that make the word correct? The list of words at the top of the page will help you.

1. The work is [illegible]. (hard, [illegible]) Thursday.
2. The boy was [illegible]. (sad, [illegible]) in the [illegible].
3. The girl could play the piano too ([illegible], [illegible], [illegible]) the violin.
4. The man walked ([illegible], [illegible]) [illegible] [illegible].
5. We should ([illegible], [illegible]) [illegible] [illegible] [illegible].
6. The clock is [illegible]. ([illegible], [illegible]) [illegible] [illegible] [illegible].

7. Lie (flat, sat, flank) on your back.

8. The robin (fly, flew, plow) to the top of the tree.

9. We will (grant, paid, plant) a Victory Garden this spring.

10. My (knee, knot, kilt) is bruised.

11. I (blew, knew, never) my way to the village.

12. Do you (plow, grow, know) the answer?

Lesson 2 - Auditory Exercise

Say these words after me.

already alive allow

What sound did you hear at the beginning of the word?

al

Listen carefully - when you hear a word that does not begin with al stand.

almost alone always already also

allow basket alarm alert

Listen again.

altar allies alive along

knee alto alternate

Now say these words.

almost alone also along always

Who can go to the board and draw a circle around al in all the words?

Here are some words that have a new sound with l .

Can you hear it? Listen.

eleven elephant

When you hear a word that does not have that beginning sound stand.

eleven elephant elevator Ellen elastic

butter electric

elbow elder elusive else elf

leader elves eleven

Find a word on the board.

Same procedure with remainder of words.

flat flow fly fleet flock flame

broom flower float

flank flatter flunk float flutter

flit storm fleece flint

platter place plan please plate

plaster plum master plenty plot

plastic placket plant plow pleasant

plain motor plump

knock knell kneads kneel know

happy knoll knapsack

knew knowledge knelt knuckle knob

cattle knee know

Lesson 3 - Visual Exercise

Write the spelling words under each printed word.

almost alone also

_____ _____ _____

almost alone also

_____ _____ _____

along always eleven

_____ _____ _____

along always eleven

_____ _____ _____

flat flew plant

_____ _____ _____

flat flew plant

_____ _____ _____

knee knew know

_____ _____ _____

knee knew know

_____ _____ _____

Lesson 4 - Visual Exercise

Fill in the blanks in the following sentences with words from your spelling list.

1. It is _____ seven o'clock.
2. The child was _____ in the garden.
3. The girl helped the teacher, the boy helped _____.
4. The sailor walked _____ the beach.
5. We should _____ tell the truth.
6. _____ comes before twelve.
7. A desert is _____ sandy land.
8. The bird _____ into the air.
9. Did you _____ a garden?
10. I hurt my _____.
11. I _____ my lessons today.
12. Did you _____ your lessons?

Lesson 4 - Fifth Sequence

Fill in the blanks in the following sentences with words from your spelling list.

1. It is _____ seven o'clock.

2. The white cat _____ in the garden.

3. The girl hurtes the teacher, the toy helper _____.

4. The sailor sailed _____ the trench.

5. To shoot _____ hell the crush.

6. _____ seven before twelve.

7. I dreamt in _____ sandy land.

8. The train _____ into the air.

9. If you _____ a teacher

10. I meet my _____.

11. I _____ my telephone today.

12. Did you _____ your lessons?

Test 6

Dictate the words to the class, use a few review words.

Have the children check work in pairs.

UNIT 7

Lesson 1 - Introduction

church	chair	much
children	chain	lunch
chase	touch	reach
chalk	rich	beach

Can you read this story? It is something that most children like to do in the summer.

On a warm Sunday last summer mother told us that she was going to take us to the beach. After going to church, my sister and two other children, my mother and I started. We packed a lunch and took a bus to reach the beach. Rich people who have much money use automobiles, but we use the bus. When we finally did reach the beach, mother sat in a chair and we went into the water. I tried to touch the bottom by standing on my head. Then we made a chain with our hands and played games. I like to chase the waves on the beach. The tops of the waves are white as chalk.

Have you ever been to the beach on a summer day? Read the story again. See if you can find some words in it that match the words in the spelling list. Draw a line under them.

Now <u>you</u> use them in a sentence.

Lesson 2 - Auditory Exercise

Teacher and children repeat the sentence written on the board.

"Cheep-cheep," chirped the chicken, "Cheep-cheep".

How many words can you find that begin with ch ?

See how many you can say.

How many can you think of that begin with ch , or have ch in the word.

List words at board.

Let's play a guessing game with ch .

Game

One child leaves room. Class decides on a word containing ch . Child returns to room and asks question.

Example: Is it chalk? No.

Is it chicken? No.

Is it chair? Yes.

Direct children to use words of spelling list which has been copied into notebooks.

Lesson 3 - Visual Exercise

Fill in the blank with the correct spelling word. Write the word under the picture.

I go to _____.

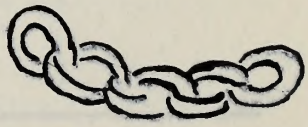
_____

The _____ are asleep.

_____

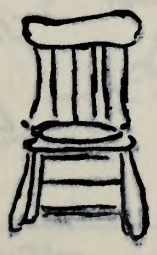
The boy will _____ Bobby.

_____



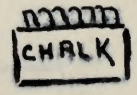
The _____ is made of gold.

_____



I sit in a _____.

_____



The teacher writes with _____.

_____

Lesson 3 - Visual Imagery

Draw in the blank with the correct spelling word. Write the copy-4 under the picture.

I my _____.

_____

The _____ are asleep.

_____

The boy will _____ home.

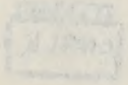
_____

The _____ is pale or pale.

_____

I sit in a _____.

_____

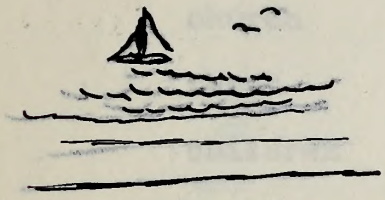


The teacher writes with _____.

_____

The princess was _____.

_____

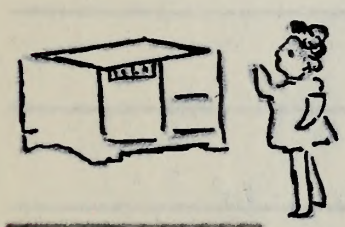


I like to visit the _____.

_____

The boy ate too _____ candy.

_____

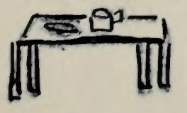


I must not _____ the stove.

_____

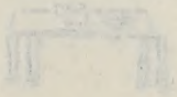
The teacher can _____ the board.

_____



I ate my _____.

_____



Lesson 4 - Visual Exercise

Write each word that begins with ch in the first column. Write the words that end with ch in column 2.

church	chain	much
touch	chair	chase
children	rich	lunch
beach	chalk	reach

I.	II.

SPELL-O

Use words of Unit 7 - blank spaces for review.

ch			ch	Free
Free	ch			
ch	ch	ch	ch	Free
Free			ch	
ch	ch	ch	ch	Free

UNIT 8

Lesson 1 - Introduction

shed	shoot	spelling
sheep	short	dishes
shining	speak	push
ship		wish

Write the correct word in the blank space.

You can look at the words above the sentences.

1. The farmer put the wood in the wood _____.
2. We get wool from _____.
3. On rainy days the sun is not _____.
4. We sailed across the ocean on a _____.
5. Soldiers learn how to _____.
6. Some people are tall and some are _____.
7. Did I hear you _____ to me?
8. A _____ match is fun.
9. Do you like to wash _____.

Test B

Lesson 1 - Introductions

wind	about	appliance
shoes	score	dishes
drinking	crack	page
ship		wish

Write the correct word in the blank space.
Use your look up the words above the sentences.

1. The farmer put the wood in the wood _____.
2. We got wood from _____.
3. On rainy days the car is not _____.
4. The ship across the ocean on a _____.
5. Politics Jerry like to _____.
6. Some people use nail and some are _____.
7. Did I hear you _____ to me?
8. A _____ match is fun.
9. Do you like to wash _____.

10. We must not _____ in line.

11. Did you ever _____ on a star?

Lesson 2 - Auditory Exercise

Have each child make his own list of words beginning with sh . Children repeat them emphasizing sh sounds. Now I will give you a word that begins with sh and you repeat the word and then say it again adding ing .

Teacher: ship

Class: ship shipping

Teacher; shine shining

Continue with other words.

Sometimes we have a sh sound at the end of a word. Look at the word push. Say it.

Now say these words:

mush fish hush dish wish rush sash

Use a word ending in sh in a sentence like this:

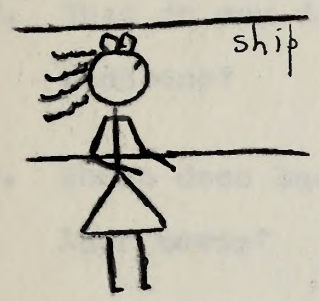
I wish I had a dish of ice-cream.

Teacher gives a word that begins with sh -

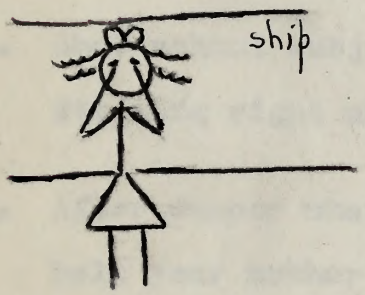
Children guess a word that ends in sh .

Lesson 3 - Visual Exercise

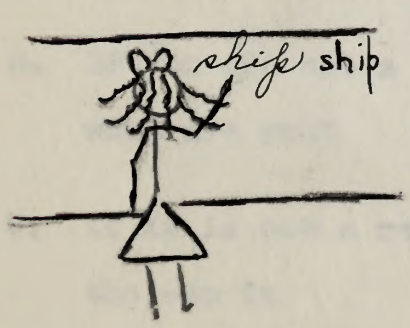
Let us study our words today with our eyes. The words are on the board. We study this way.



1. Look at the word and say it to yourself - look at all the letters especially the beginners.



2. Close your eyes and make a picture of the letter in your mind.



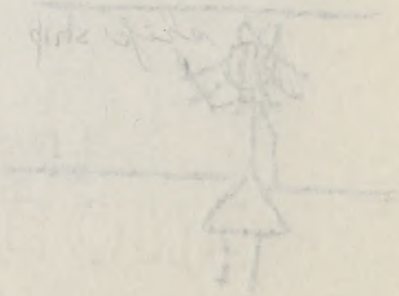
3. Open your eyes and see if you can write it correctly on your paper. Check it to see if you are right. If not - try it again.

Lesson 3 - Wind Dragons

Let us admire our words boldly with one eyes. The words are on the board. In a study this way.

1. Look at the word and say-it to yourself - Look at all the letters sequentially the beginning.

2. Close your eyes and make a picture of the letter in your mind.



3. Open your eyes and see if you can write it correctly on your paper. Check it to see if you are right. If not - try it again.

Lesson 4 - Visual Exercise

Can you write the answers to these questions?

1. What sails on the water? _____

2. What do you do with a wishbone? _____

3. Where does Dad keep the lawn mower? _____

4. What animals give us wool? _____

5. What school subject are we studying right now? _____

6. After supper what do you help your mother to do? _____

7. What do soldiers learn to do? _____

8. If you are not a tall boy what are you? _____

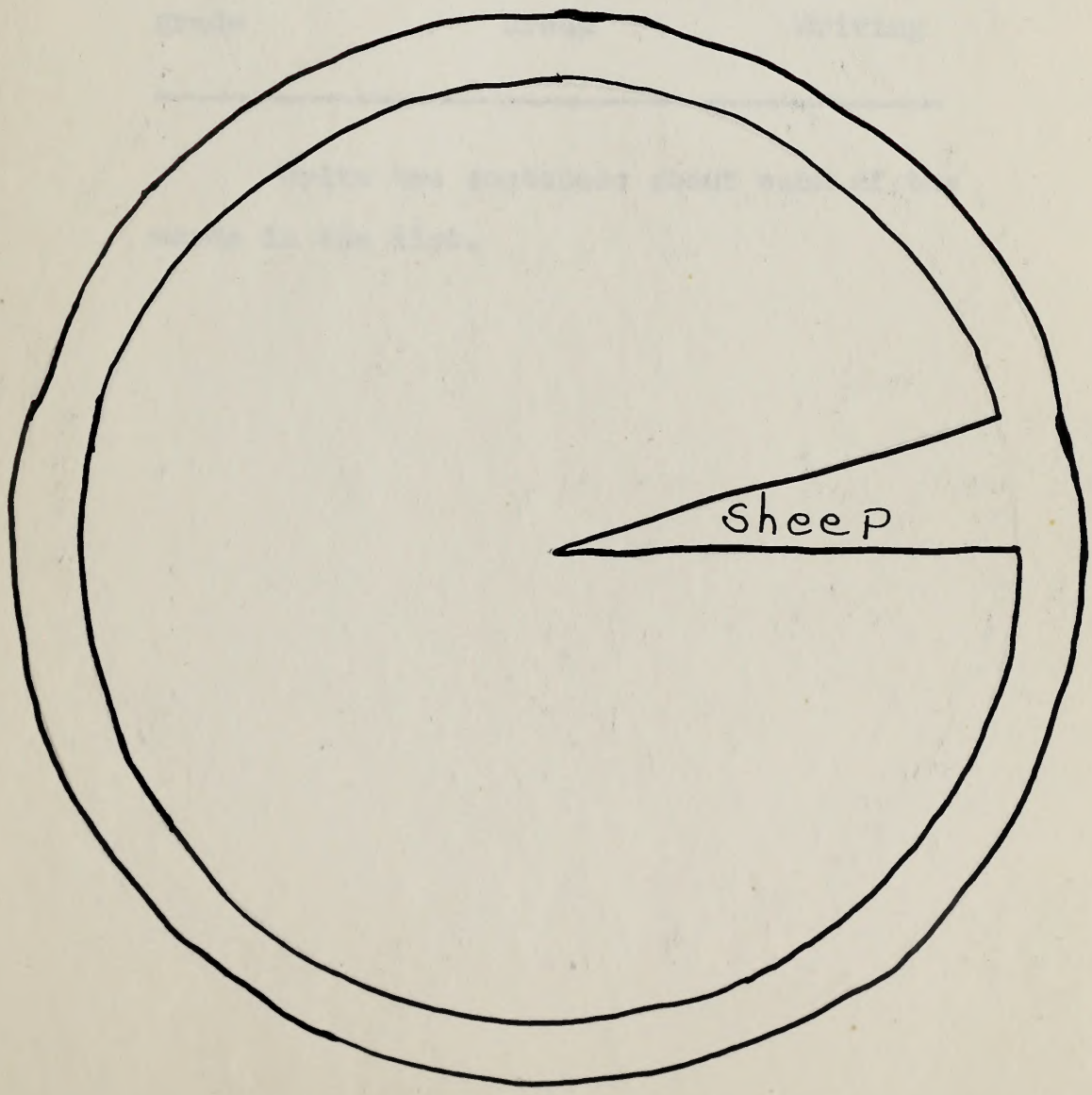
9. If it is not a rainy day the sun is _____.

10. Give the baby carriage a _____.

11. What is Mary trying to teach her parrot to say? _____

Test 8

Expose words for five seconds.



UNIT 9

Lesson 1 - Introduction

break	grandmother	drive
broke	grew	dropped
brought	drag	drove
grade	dream	driving

Write two sentences about each of the words in the list.

Lesson 2 - Auditory Exercise

Play adapted game of "Gossip" using spelling words of unit.

Lesson 3 - Visual Exercise

Write the correct beginning letters in the right spaces.

_____eam	_____eak
_____ew	_____ade
_____oke	_____ought
_____ag	_____ove
_____andmother	_____iving
_____opped	_____ive

Choose 6 words which you think are hard words for you. Study them the way we did in the last lesson. Then write a sentence using each of them.

Lesson 4 - Visual Exercise

Large tachistoscope with words. Allow class to look for five seconds - write words.

Check on work. Check study words for individual children who need more help.

Find a few minutes at another time to re-test them.

Test 9

Dictate this paragraph.

Grandmother drove over to our house last Sunday. She brought some new dishes for us to play with in the old shed. My brother John broke all my old ones when he dropped the box last week. Grandmother told me not to break the new dishes.

UNIT 10

Lesson 1 - Introduction

skate	last	swim
basket	must	spring
east		slide

Draw a circle around the word in the sentence which matches a word in the list at the top of the page.

1. In the winter I like to skate, swim, fly.

2. At Easter we put eggs in a hat, shoe, basket.

3. The sun rises in the afternoon, east, night.

4. The boy at the end of the line is the last, first, middle boy.

5. If I have to do something I like, must, can't do it.

6. In the water I walk, fly, swim.

7. The flowers bloom in the spring, winter, fall.

8. When the pond is frozen I like to sleep, climb, slide.

TEST 20

Lesson 1 - Introduction

dive	land	swim
basket	dust	morning
song		white

Form a circle around the word in the sentence which rhymes with the word in the first column.

(1) sun day of the week.

1. In the spring Kate is ready, run, fly.
2. It matter we just sore in a hat, stay, bather.
3. The sun shine in the afternoon, sun, night.
4. The sun a the end of the line in the last, fire, mitate b.
5. If I have to go shopping I like, some, such as it.
6. In the winter I wear, fur, warm.
7. The flowers grow in the spring, water, fall.
8. When the wind is cross I like to stay, stone, sing.

Lesson 2 - Auditory Exercise

Look at the words on the board. Keep your eye on the words and tell me which word we should use in answering these questions.

Teacher: What word rhymes with rust?

Class: Must Repeat the word.

T. Red Riding Hood went to see her grandmother. What was she carrying on her arm?

C. A basket

T. If you run fast you will not be?

C. Last

T. What do you do at the playground?

C. Slide

T. At what time of year can we pick violets?

C. Spring

T. When the ice is hard on the pond do you like to ?

C. Skate

T. The sun sets in the west, where does it rise?

C. East

Lesson 3 - Multiple Choice

Look at the words on the board. Keep your eye on the words and tell me which word we should use in answering these questions.

To whom [illegible] [illegible]?

Diaper Kept Toward the road.

1. And taking food home to you her grandmother.
   What was she carrying on her back?

2. a basket

3. If you run fast you will not be?

4. Lost

5. Where do you go on the playground?

6. Slide

7. In which place of your can be play volleyball?

8. Sprint

9. Where did Sam is here on the road to you like to ?

10. Walk

11. Who was in the woods, where does it live?

12. Dog

Lesson 3 - Visual Exercise

Draw a circle around all the words in the list that are the same, then write that word on the line.

basket bottle beat basket
beet baker basket beetle _____

slide slip scatter slide
soap saint slide south slide _____

might must matter must mush
must muddle must much _____

swing soup swim swipe swim
swim swipe sweep swim _____

last boast mast east crest
just last east cast _____

screw skate skin skate seat
skate sleep skate stop _____

must west last late last
last little last lark _____

spring spin spring supper
spil spring south spring _____

Lesson 4 - Visual Exercise

Expose flash cards for five seconds. Children write the words. If wrong, have a short study period.

Test 10

Use a large tachistoscope using a phrase with the spelling word included. Expose the slide for 10 seconds and then children write the spelling word.

UNIT 11

Lesson 1 - Introduction

stable	stay	stood
stair	stem	stories
stand	straw	study
	stocking	

Fill in the blanks with words from the list at the top of the page.

1. Horses live in a _____.
2. I hang up my _____ at Christmas.
3. Children always _____ when a person speaks to them.
4. We love to hear _____.
5. John is going to _____ his spelling.
6. The _____ of the flower is broken.
7. _____ in your seats until the bell rings.

Unit II

Lesson 1 - Introduction

atmosphere	shape	wood
atoms	steam	structure
electron	volume	light
	energies	

Fill in the blanks with words from the list at the top of the page.

1. Matter then is a _____.
2. I learn in _____ on Wednesday.
3. Helium atoms _____ also a proton and an atom.
4. We love to draw _____.
5. John is going to _____ his kitchen.
6. The _____ of the lamp is broken.
7. _____ is made up of the same basic units.

8. The line _____ on the _____.

9. A scarecrow is made of _____.

10. The teacher _____ near the blackboard.

Lesson 2 - Auditory Exercise

Listen to the words that I say very carefully. All our words in the spelling list this week begin with the sound st . If you listen you may hear a word that does not begin with that sound. When you do clap your hands quickly.

Listen -

stem strip stamp stand stop stoop
stall stick catch straw stay

story still stock state stack
sticky laugh stocking stair

study stem stable stories
stampede stain peanut statue

stunt student stride stadium
stopped paint staple steal

stand standard stealing stole staunch
strut quart station stick

See if you can think of four words that have the sound of st .

Lesson 3 - Visual Exercise

Find the words in your spelling list that rhyme with the words below. Write the word on the line.

table	pair	band
_____	_____	_____
play	them	flaw
_____	_____	_____
mocking	wood	glories
_____	_____	_____

muddy

_____

Lesson 4 - Visual Exercise

Study Steps

at	at	at	at	Free
Free	at	at	at	at
at	at	Free	at	at
at	Free	at	at	at
at	at	at	Free	at

SPELL-O

Review 10 and Test 11

st	st	st	st	Free
Free	st	sk	st	sp
st	st	Free	st	st
sl	Free	st	st	sw
st	st	st	Free	st

UNIT 12

Lesson 1 - Introduction

front	wrong	apron
fruit	cream	trip
writing	crow	true
.	present	

Do you know what opposite means? We have seen it many times in our reading seatwork. Here are some sentences. Do you see some opposites in them. Underline the word that is the same as the spelling words.

The bulletin board is at the back of the room.
The teacher's desk is in the front of the room.

A potato is a vegetable.
An orange is a fruit.

I am lettering this word c a t .
I am writing this word dog.

1 1 2 is right.
1 1 3 is wrong.

The bluebird is blue.

The crow is black.

I drink milk.

Mother uses cream in her coffee.

Cinderella wore a gown to the ball.

Cinderella wore an apron in the kitchen.

Ann stays at home with her mother when school is over.

John takes a trip every summer.

The story of Columbus is a true story.

Red Riding Hood is a fairy tale.

Lesson 2 - Auditory Exercise

Listen carefully when I say these words.

front fruit

What sound did you hear at the beginning of the word?

Say them again after me.

Listen to these words.

writing wrong

What sound did you hear in these words?

Say them again after me.

Say these words and tell me the first sound that you hear.

cream crow

Say them to yourself.

Can you say

trip and true ?

Can you say

present and apron ?

Tell me some sounds that you heard in these words.

Now I am going to whisper a word to the leader in each row. When I give the signal the leader whispers the word to the next child and the next. When I call time the pupil who has just heard the word stands and writes the word on the board. The entire list may be used in this manner.

Lesson 2 - Voluntary Movies

Listen carefully when I say these words.

Pound Fruit

Have round the you been at the beginning of the party?

Say them again after me.

Listen to these words.

Walking Strong

What speed did you hold it when walking?

Say them again after me.

Say these words and tell me how often around that you lived.

Street Home

Say them to yourself.

Can you say

Lamp and Drum ?

Can you say

Brandy or Spoon ?

Tell me more various when you heard it these words.

Now I am going to whisper a word to the teacher in each row. When I give the signal, the teacher whispers the word to the back child and the child, when I call for the pencil, the teacher hands the pencil down and writes the word on the board. The whole class may be asked to write the words.

Lesson 3 - Visual Exercise

Write the words twice in the lines below the printed word. Be sure to copy it correctly.

front	fruit	writing
wrong	cream	crow
present	apron	trip
true	fruit	wrong

Lesson 4 - Visual Exercise

Small envelopes with letters - beginning blends not cut.

Children make words using spelling list if necessary.

Teacher then dictates words which children make without list before them.

Test 12

Teacher dictates the spelling word.
Asks children to use it in sentence.
Allows certain time limit for class to write the sentence.
Children write sentences on board for correction.

UNIT 13

Lesson 1 - Introduction

than	think	bath
thank	third	month
them	threw	both
	throw	

Can you read this story?

March, the third month of the year, is often very cold. Last year in that month we had both ice and snow. On the way to school I used to throw snow at the other boys. Sometimes they threw me into the snow and gave me a snow bath. I think that I would rather have them throw snow at me than give me a bath. I will thank spring when it comes, because the month of ice and snow will be gone.

Draw a circle around the words in the story that look the same as those in the spelling list.

Can you use some of these words to make your own sentences?

Lesson 2 - Auditory Exercise

Let us make our tongues work today. Can you say th ?

Listen to these words.

thumb Thursday thirst thimble thrust

Now repeat these words after me.

thirty thirteen thrash threat that

Try it again - listen.

the this then there though thought

Now you say them.

three these them thrush thrice

Sometimes we find the th sound at the end of the word.

Listen to these words.

mouth oath path wrath wroth

You say these.

myth moth loath lithe writhe

Here are some more with th at the end.

froth earth length doth saith

Try these words.

sloth pith mirth dearth girth

Lesson 2 - Auditory Perception

Let us do some ear training work today. Can you say

th ?

Listen to these words.

thumb Thursday thirty thirsty throne

Do you hear three words after me.

tainty Saturday Sunday Monday that

Try it again - listen.

bio this then there though throughs

See you say them.

three these then through throne

Sometimes we find the th sound at the end of the word.

Listen to these words.

month - mouth bath wrath wroth

You say them.

myth mouth lorth lithe writhe

Have you more than th at the end.

truth earth Jonsyn death width

Try these words.

cloth pith mirth depth sleep

Lesson 3 - Visual Exercise

Look at the first word. Study it. Cover the word with the marker. See if you can write it in space 10.

Look at the next word. Study it. Cover the word and write it in space 9.

Etc.

10.	than	1.	_____
9.	thank	2.	_____
8.	them	3.	_____
7.	think	4.	_____
6.	third	5.	_____
5.	threw	6.	_____
4.	throw	7.	_____
3.	bath	8.	_____
2.	month	9.	_____
1.	both	10.	_____

Lesson 9 - Visual Perception

Look at the first word. Study it. Cover the word with the marker. See if you can write it in space 10.

Look at the next word. Study it. Cover the word and write it in space 9.

Etc.

10.	than	1.	_____
9.	among	2.	_____
8.	upon	3.	_____
7.	think	4.	_____
6.	which	5.	_____
5.	place	6.	_____
4.	where	7.	_____
3.	with	8.	_____
2.	would	9.	_____
1.	such	10.	_____

Lesson 4 - Visual Exercise

Find the spelling words that end the same as the following words.

man	bank	hem
_____	_____	_____
blink	bird	new
_____	_____	_____
snow	path	ninth
_____	_____	_____
	sloth	
	_____	

TEST 13

Give out small slip of paper to each child, each slip containing a spelling word.

Assign a space at the board for each row, first making sure that each child in the row has a different word.

Children play a relay race, each child writing a sentence on the board in turn.

UNIT 14

Lesson 1 - Introduction

mouth		everything
north	another	nothing
anything		something

Copy the words down on the steps of the ladder. Make sure that you copy them correctly.

After you have finished see if you can draw lines from the lists of words outside the ladder, down the sides of the page to the steps of the ladder.

nothing		mouth
another		everything
mouth		anything
anything		another
everything		something
something		everything
mouth		nothing
anything		mouth
another		nothing
everything		nothing
something		anything
nothing		another
mouth		something

UNIT 14

Lesson 1 - Introduction

wood		everything
north	another	nothing
anything		something

Copy the words down on the steps of the ladder. Make sure that you copy them correctly.

After you have finished see if you can draw lines from the links of words outside the ladder, from the sides of the ones on the steps of the ladder.

nothing		south
another		everything
north		anything
anything		another
everything		something
something		everything
south		nothing
anything		mouth
another		nothing
everything		nothing
something		anything
nothing		another
mouth		something

Lesson 2 - Auditory Exercise

Keep your eyes on the words and answer these questions by telling me the right word.

1. When the bag is empty what is in it?

   nothing

2. What is the opposite of south?

   north

3. What do you talk with?

   mouth

4. What is the opposite of nothing?

   something

5. What are the other two words ending in thing ?

   anything everything

6. What word rhymes with mother and brother?

   another

Can you make up some riddles?

Lesson 8 - Vocabulary Exercise

Then your eyes on the words and answer these questions by telling us the right word.

1. Does you know is every word is in its reading

2. What is the opposite of sound

3. Does do you talk about?

4. What is the opposite of cooking?

5. What are the other two words ending in ing?

6. What word rhymes with water and knowing

Can you make up some rhymes?

Lesson 3 - Visual Exercise

Write the word correctly under the printed word.

mouth	north	anything
_____	_____	_____
mouth	north	anything
_____	_____	_____
something	nothing	another
_____	_____	_____
something	nothing	another
_____	_____	_____

everything

_____

everything

_____

Lesson 4 - Visual Exercise

Study Steps

Write the words that end in th .

Write the words that end in thing .

Write the word that rhymes with mother .

Test 14

1. Pick everything up when you have finished playing.

2. Have you anything to say?

3. Read another page of the story.

4. The north wind is very cold.

5. The boy had something in his hand.

6. The children had nothing to do this morning.

7. The baby put his finger in his mouth.

Part 1.

1. Ask something to whom you have finished singing.

2. Have you anything to say?

3. Send another news of his story.

4. The north wind is very cold.

5. The boy had something in his hand.

6. The children had nothing to do this morning.

7. The baby put his finger in his mouth.

UNIT 15
Lesson 1 - Introduction

1. _____

3. _____

5. _____

2. _____

7. _____

4. _____

6. _____ 9. _____

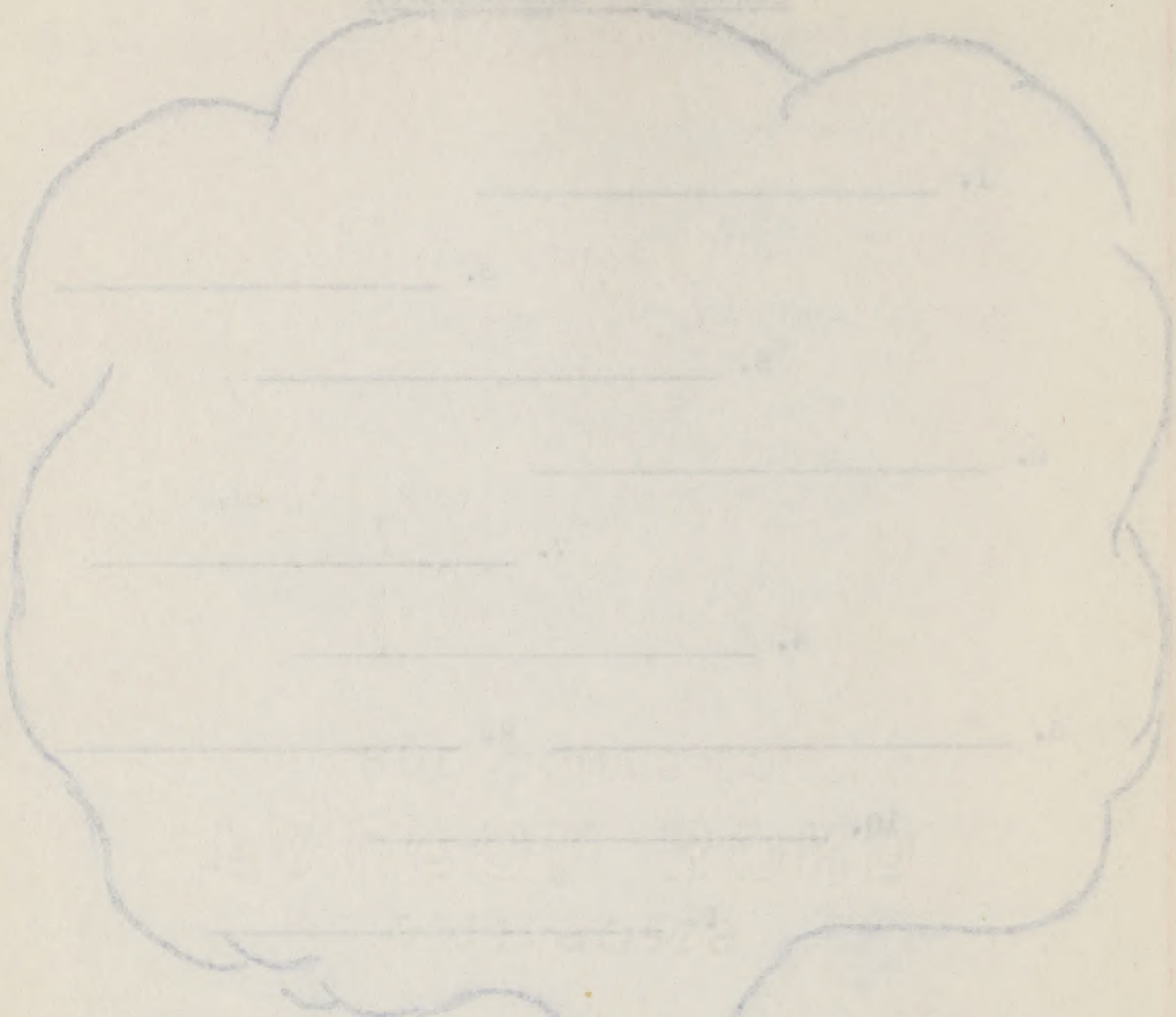
10. _____

8. _____

1. became
2. become
3. before
4. beg
5. began

6. belt
7. begin
8. behind
9. below
10. begun

Here is a "spelling" tree. Instead of apples or peaches we are going to have words upon it. Can you write them on the branches correctly? If you have a colored pencil you can make the tree look prettier.



Lesson 2 - Auditory Exercise

What two letter word do you see in all of the spelling words?

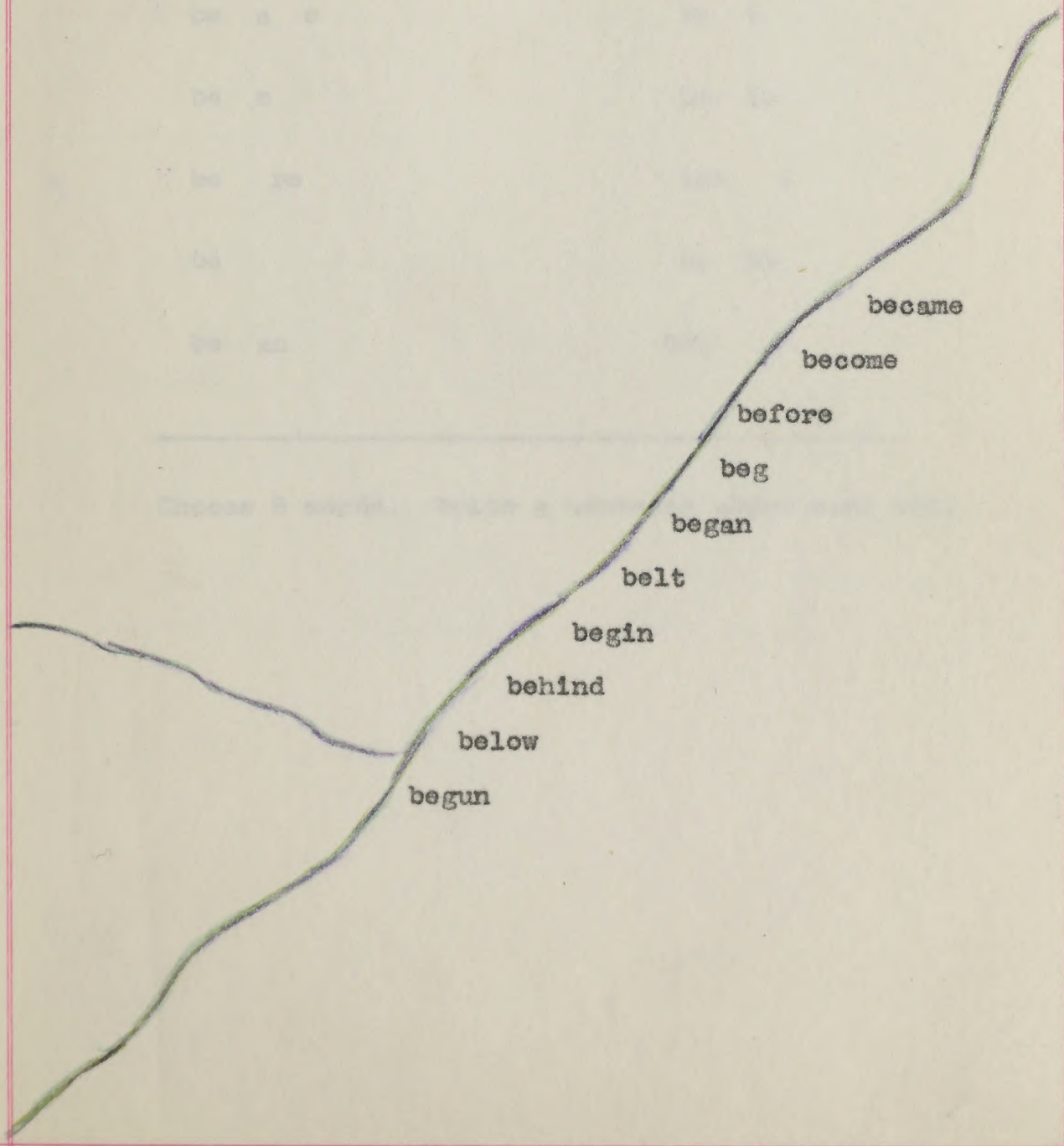
How many two letter words can you find in the other parts of the words?

Can you find some three or four letter words and tell them to me?

Spell the words that you find so that all the children can hear and find them.

Lesson 3 - Visual Exercise

Study the words. See if you can climb the hill by spelling these words without stopping.



Lesson 4 - Visual Exercise

Fill in the blank spaces. Look at the list of words.

be a e	be t
be m	be in
be re	beh d
be	be ow
be an	beg

Choose 5 words. Write a sentence about each one.

SPELL-O

Words of 15 and review of 14.

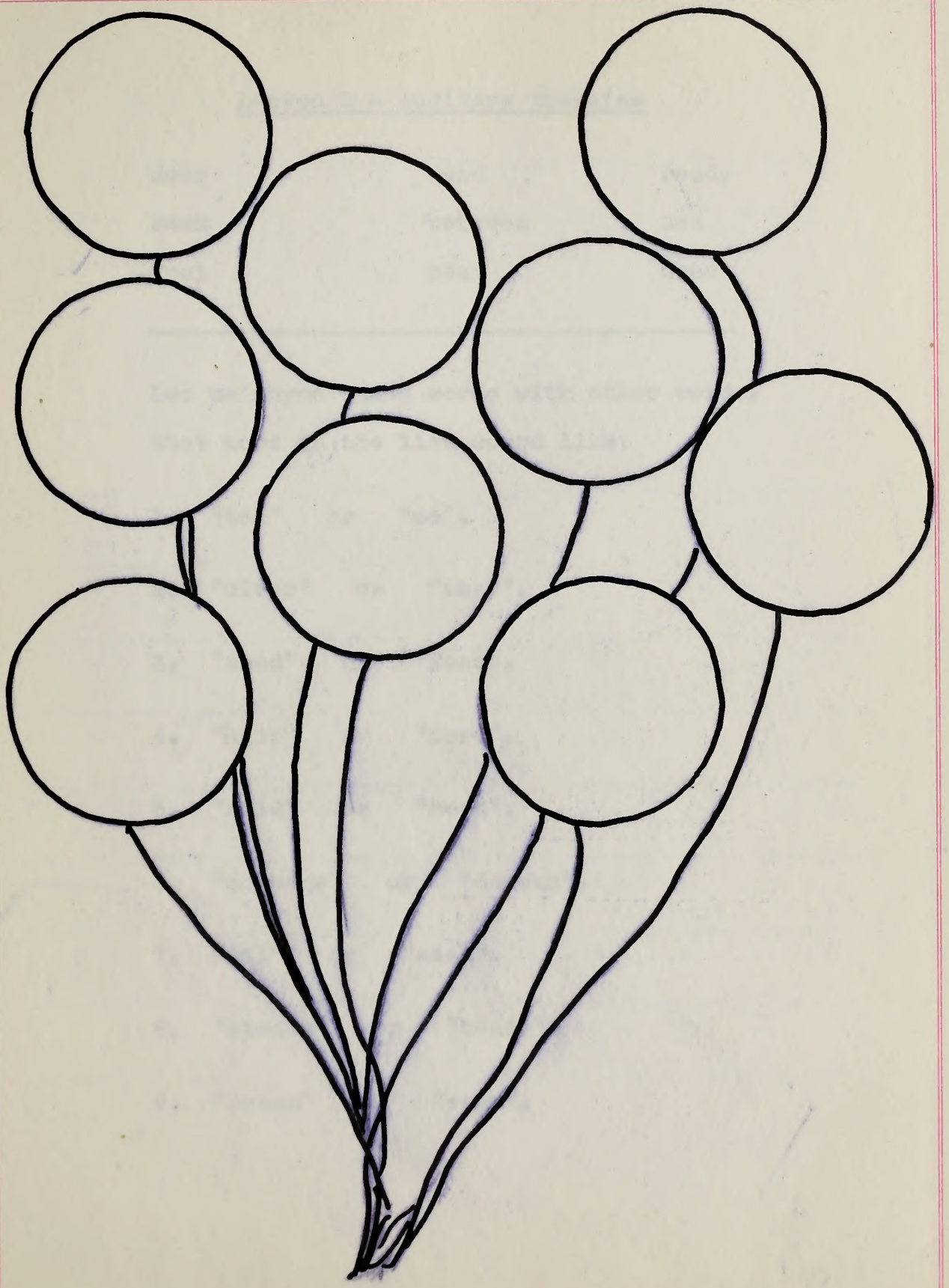
be	Free	th	er	thing
	be	be	Free	
be	be	Free	be	be
th	Free	th	be	er
ing	er	be	Free	ing

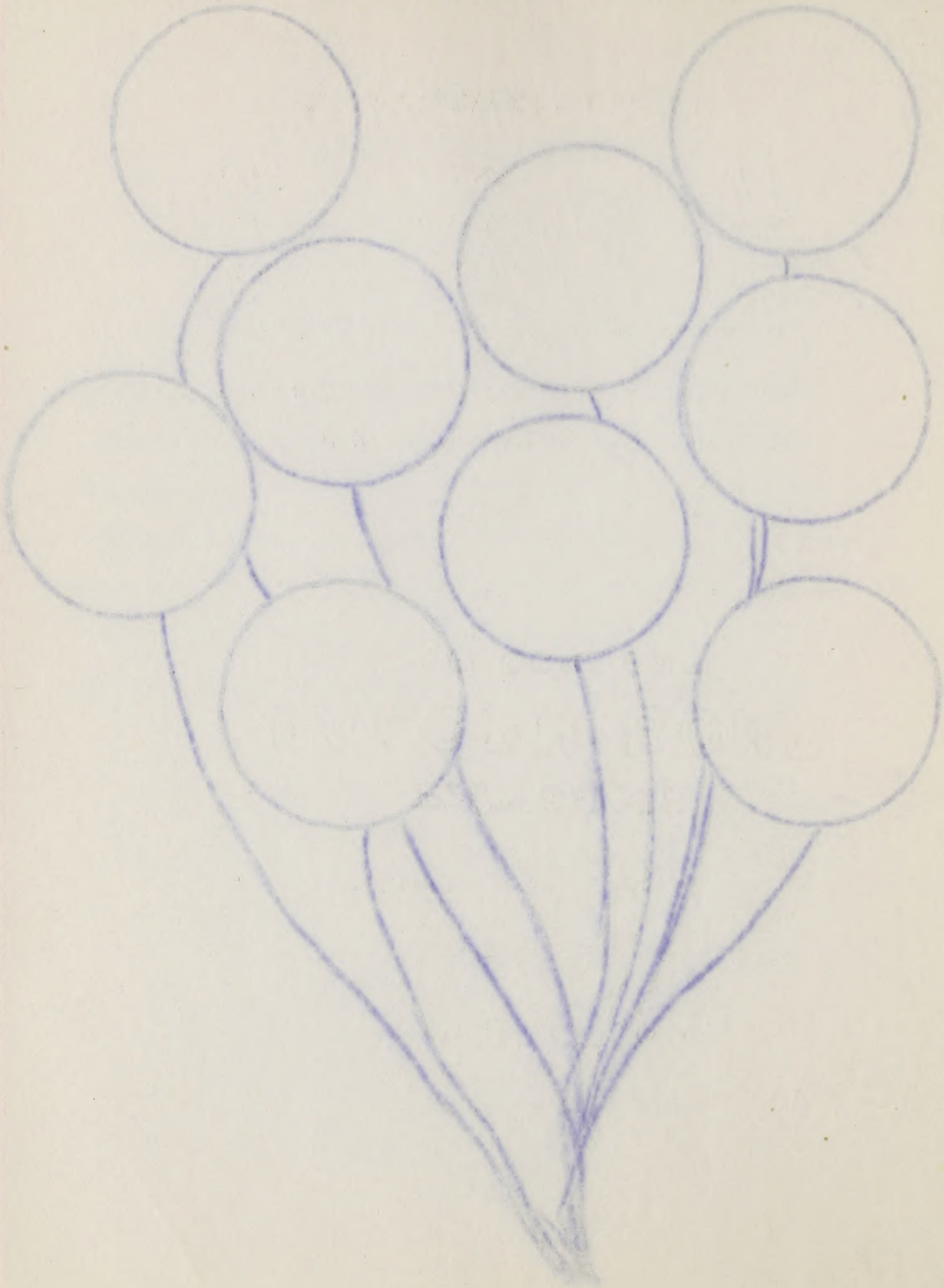
UNIT 16

Lesson 1 - Introduction

deer	need	ready
seem	between	sea
feel	pear	dead

The balloon man stood on the street near our school the other day. So many balloons were tied to the handle of his basket that the children found it hard to pick out the color that they liked best. Then the teacher bought nine of them, each one a different color, and brought them into the room. You can have the balloons to color if you can copy the words correctly and write them on the balloons.





Lesson 2 - Auditory Exercise

deer	need	ready
seem	between	sea
feel	pear	dead

Let us rhyme these words with other words.

What word in the list sound like:

1. "tea" or "me".

2. "clear" or "near".

3. "seed" or "feed".

4. "hair" or "rare".

5. "said" or "head".

6. "convene" or "demean".

7. "eel" or "seal".

8. "steady" or "heady".

9. "dream" or "ream".

Lesson 2 - Auditory perception

door	meat	ready
seize	between	war
feel	very	dead

Use rhyme times words with other words.

Some words in the list sound like

1. "bee" or "be".
2. "clear" or "near".
3. "read" or "feed".
4. "hair" or "hear".
5. "sean" or "bean".
6. "sorrow" or "derrow".
7. "bed" or "ead".
8. "already" or "ready".
9. "dress" or "cross".

Lesson 3 - Visual Exercise

Write all the words which have ee in the first column, and all the words which have ea in the second column.

ee	ea

1. I saw a _____ at the zoo.

2. I _____ to be sleepy.

3. Do you _____ cold?

4. We _____ crayons to color.

5. The ladder is _____ us.

6. The _____ is a fruit.

7. I am _____ for bed.

8. The _____ is very deep.

9. George Washington is _____.

Lesson 4 - Visual Exercise

Study the first word, write it in the blank space. After you have written all the words, use each one in a sentence.

---

1. deer _____
2. seem _____
3. feel _____
4. need _____
5. between _____
6. pear _____
7. ready _____
8. sea _____
9. dead _____

1.
2.
3.
4.
5.
6.
7.
8.
9.

Test 16

Use flash cards exposing for five seconds.

Children write words and then work in pairs in checking.

Incorrect words are kept in notebook for review.

Teacher keeps own list.

UNIT 17

Lesson 1 - Introduction

earth	heat	leaving
hear	lead	neat
heard	learn	ready
	leave	

Can you fill in the blank spaces with the right word from the spelling list at the top of the page? When you have finished with the sentences copy the words into your notebook.

1. If I study I shall _____.
2. The first boy will _____ the line.
3. We plant seeds in the _____.
4. We _____ with our ears.
5. My clothes must be _____ and clean.
6. The train was _____ the station.
7. We must be _____ when the bell rings.
8. The man will _____ by the front door.

UNIT IV

Lesson 1 - Introduction

Bugler	Base	Jonathan
Chief	Head	Toad
Dodge	Draft	Ready
	Leave	

Can you fill in the blank spaces with the right word from the speaking list at the top of the page? Then you have finished with the exercise only the words like your sentences.

1. If I stopped I would _____.
2. The Tramp boy will _____ the line.
3. We might escape in the _____.
4. We _____ with our camp.
5. My children must go _____ our place.
6. The Bugle was _____ the reveille.
7. We must go _____ when the bell rings.
8. The man will _____ by the front door.

Lesson 2 - Auditory Exercise

Play the game adapted from "Gossip".

The last child writes the word on the board.

Lesson 3 - Visual Exercise

Write each of the words below twice. Study them as you write.

earth	hear	heard
_____	_____	_____
_____	_____	_____
lead	heat	learn
_____	_____	_____
_____	_____	_____
ready	leaving	neat
_____	_____	_____
_____	_____	_____
	leave	
	_____	
	_____	

Lesson 4 - Visual Exercise

Fill in the blanks with words from your spelling list.

1. Turn on the _____.

2. _____ the paper on the porch.

3. Mother is going to _____ some water.

4. _____ your lesson well.

5. The first girl will _____ the line downstairs.

6. Keep your clothes _____ and clean.

7. The children will _____ a new song.

8. We pray for peace for all the _____.

9. The _____ is like a round ball.

10. Are you _____ to go home.

11. Do you _____ the robins singing.

12. Be _____ when the bell rings.

13. The water made a big hole in the _____.

14. Do you _____ the noise?

15. Jim is _____ on the five o'clock train.

16. Have you _____ the latest news?

Lesson 4 - Plural Nouns

Fill in the blanks with words from your reading list.

1. Turn on the _____.

2. _____ the copy on the board.

3. Johnny is going to _____ some water.

4. _____ your lesson well.

5. The floor also will _____ the line demonstrative.

6. Put your clothes _____ and sleep.

7. The children will _____ a new room.

8. It was for years for all time _____.

9. The _____ to kiss a young man.

10. Are you _____ to go home.

11. Do you _____ the rolling clothing.

12. Do _____ when the bell rings.

13. The water made a big hole in the _____.

14. Do you _____ the noise?

15. This is _____ on the five o'clock train.

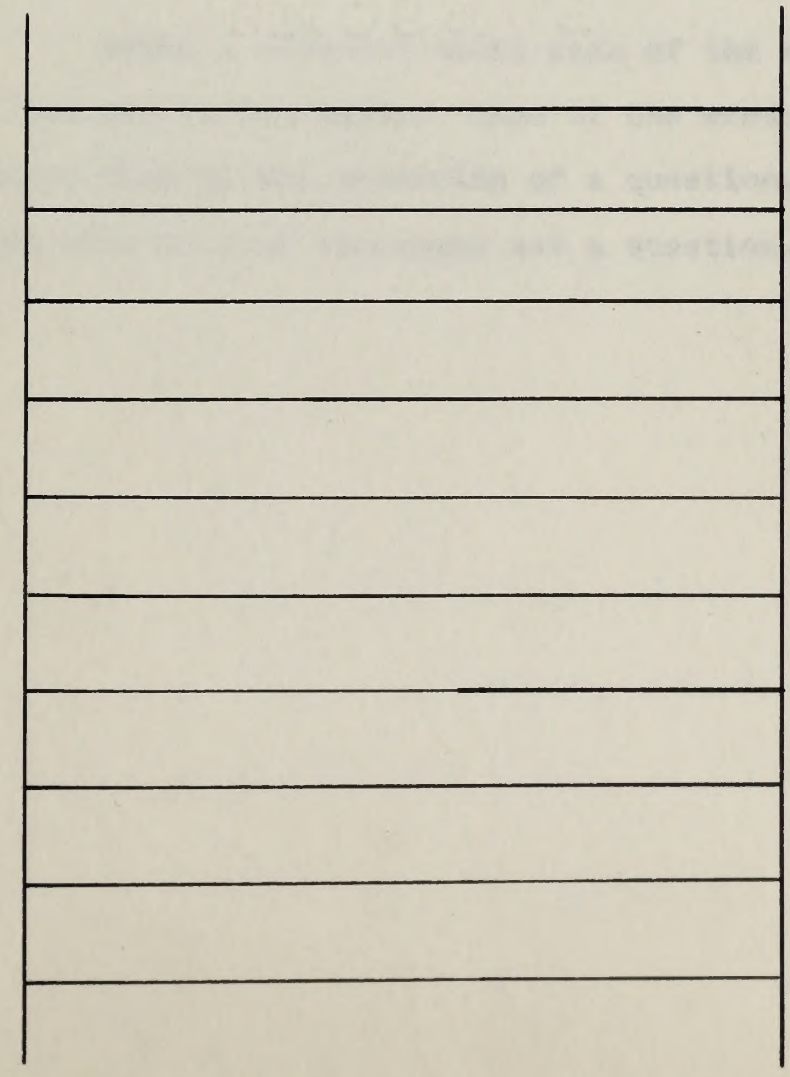
16. Have you _____ the labour house?

Test 17

Have a ladder drawn or hectographed on test papers for class.

Dictate spelling words with class beginning at bottom line to write.

See how many can climb the ladder without missing a step, (misspelling a word).



UNIT 18

Lesson 1 - Introduction

wheel	whip	herself
where	while	himself
which	whole	itself
	myself	

Write a sentence using each of the words at the top of the paper. Some of the words we always find at the beginning of a question. Make some of your sentences ask a question.

Lesson 2 - Auditory Exercise

Watch the list of words on the board and tell me when you hear a word that is different. Stand when you hear the word that does not belong.

whole where wheel gone what

itself myself himself yourself somebody

Let us take the words that end in "self" and put that ending at the beginning of a word and make up some new words.

selfish self selfless

Choose three words and make up a sentence for each one.

Lesson 2 - Auditory Exercise

Watch the list of words on the board and tell me when you hear a word that is different. Stand when you hear the word that does not belong.

whole where clear come what
heart weight thought yourself everybody

Let us take the words that end in "ait" and our then ending of the beginning of a word and make up some new words.

politic fait politics

Choose three words and make up a sentence for each one.

Lesson 3 - Visual Exercise

Draw a line under the word that is the same as the first word in the square.

wheel when wheel seal	where what where when	which witch which many
whip stir why whip	while smile went while	whole which sent whole
myself herself myself into	herself horse valentine herself	himself hire found himself
	itself into for itself	

Lesson 4 - Visual Exercise

Read the first sentence. Underline the spelling word. Write your own sentence in the second space.

1. I put the tire on the wheel.

2. _____.

1. Where is little Boy Blue?

2. _____.

1. Which book is mine?

2. _____.

1. The circus man used a whip.

2. _____.

1. I slept while the stars were out.

2. _____.

1. The boy ate the whole apple.

2. _____.

1. I cleaned the room by myself.

2. _____.

Lesson 5 - Visual vocabulary

Read the first sentence. Underline the spelling word. Write your own sentence in the second column.

1. I put the kite on the stand.

2. _____

3. Mary is little for that.

4. _____

5. Mike went to school.

6. _____

7. The clown can read a book.

8. _____

9. I slept while the power was out.

10. _____

11. The cow has white spots.

12. _____

13. I climed the tree by myself.

14. _____

1. Little Red Hen planted the wheat herself.

2. _____.

1. The boy helped himself.

2. _____.

1. The barn stood in the field all by itself.

2. _____.

Test 18

Dictate ten simple sentences using the spelling words in the lesson.

1. She ate the whole apple.
2. The wheel is round.
3. Where is the boy?
4. I can dress myself.
5. Which book do you want?
6. The baby hurt itself when it fell.
7. She sang while she worked.
8. I cannot whip the cream.
9. The old lady is talking to herself.
10. A scout is able to help himself.

Test 1A

Distribute pen and pencil assignments using the spelling words in the lesson.

1. Who was the *people* speak.

2. The *wheel* is round.

3. *Where* is the boy?

4. I was drawn *myself*.

5. *What* book do you want?

6. The baby must *himself* when it fell.

7. He made *while* she worked.

8. I answer *this* the press.

9. The old lady is waiting to *herself*.

10. A sound is made to hear *himself*.

UNIT 19

Lesson 1 - Introduction

twelve	uncle	early
twice	unless	animal
twin	nearly	anything
	family	

Choose one of the words at the top of the page and write it in the box at the side of the paper. Then on the line beside it write a sentence using the word in the box.
Draw a line under the word you use.

family _____

_____.

twelve _____

_____.

uncle _____

_____.

unless _____

_____.

early _____

_____.

twice _____

_____.

anything _____

_____.

twin _____

_____.

nearly _____

_____.

Lesson 2 - Auditory Exercise

twelve	uncle	early
twice	unless	animal
twin	nearly	anything
	family	

In the list of words above there are many words which we already know. In the word "nearly" we see the words "near" "ear" "earl" and "early". Let us go through the list picking out the words that we know. As the words are recited they are written on the board. What word has no other word in it?

Lesson 3 - Visual Exercise

Find the spelling word in the sentence, draw a line under it. Write the word on the line after the sentence.

1. It is twelve o'clock. _____

2. We have recess twice a day. _____

3. I have a twin sister. _____

4. My uncle is in the Army. _____

5. You cannot go unless you get your work done. _____

6. It is nearly six o'clock. _____

7. My family buys war stamps. _____

8. The birds get up early. _____

9. The lion is an animal. _____

10. I will do anything to help you. _____

Lesson 4 - Visual Learning

Find the spelling word in the sentence, then a line under it. Write the word on the line after the sentence.

1. It is twelve o'clock. _____

2. We have lessons twice a day. _____

3. I have a twin sister. _____

4. My uncle is in the Army. _____

5. You cannot go unless you get your work done. _____

6. It is nearly six o'clock. _____

7. My family have two stamps. _____

8. The birds get us early. _____

9. The Zion is an animal. _____

10. I will do anything to help you. _____

Lesson 4 - Visual Exercise

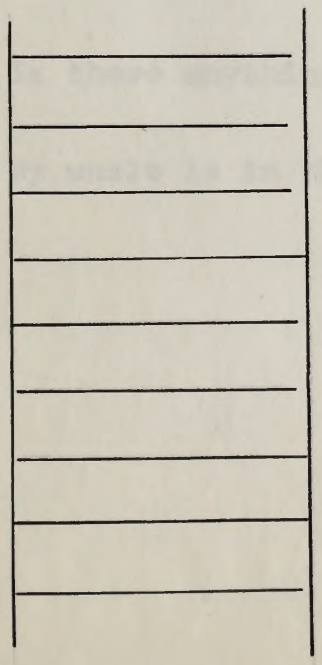
twelve	uncle	early
twice	unless	animal
twin	nearly	anything
	family	

Did you find a smaller word in every word in the list above?

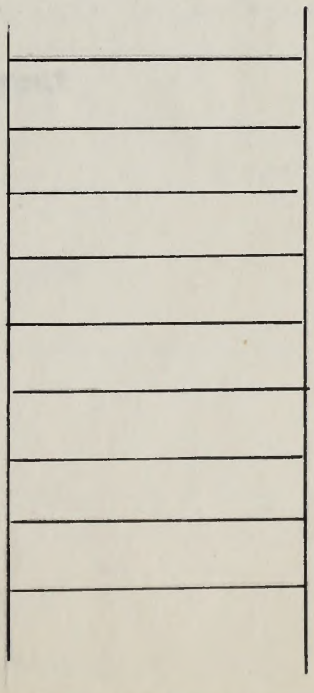
On the first ladder write the words in which you found a smaller word.

On the second ladder write the word or words in which you did not find a smaller word.

I.



II.



Lesson 4 - Visual Imagery

tomato	usain	early
twice	anions	animal
train	penalty	angelina
	family	

Did you find a familiar word in every word in the list above?

On the first ladder write the words in which you found a familiar word.

On the second ladder write the word or words in which you did not find a familiar word.

I.	II.

Test 19

Dictate simple sentences, using the week's spelling words.

1. I have twelve apples.

2. I went to the movies twice last week.

3. I have a twin sister.

4. I cannot listen to the radio unless I do my work first.

5. I have nearly finished my book.

6. My family is going to the beach.

7. I got up early this morning.

8. The cat is a little animal.

9. Is there anything I can do for you?

10. My uncle is in the Army.

UNIT 20

Lesson 1 - Introduction

build	right	tonight
built		light
bulb		might

Choose the right word for the sentences below.

build bunny bird bottle

Jack helped his father _____ a house.

might more mind money

I _____ get a bicycle for my birthday.

button bath bulb butter

The _____ in the light burned out.

rice right rich ruler

Be sure you have the _____ answer.

tonight touch tulip toast

The President will speak on the radio _____.

busy boy but built

The baby _____ a house with his blocks.

like light lily line

Turn out the _____ when you leave the room.

Lesson 2 - Auditory Exercise

Listen to the sentences. See how quickly you can tell me what spelling word you hear in the sentence.

This is the house that Jack built.

What did Jack build?

When it gets dark I turn on the light.

There is a bulb in the electric light.

If I am good I might get a new boat.

After supper tonight we are going to listen to the radio.

I have a left and a right hand.

Can you use two of these words in sentences?

Lesson 3 - Visual Exercise

Choose the right word for the blanks below.

1. Did you help _____ the snow fort?
   build burst

2. Mary planted a _____ in the
   bulk bulb
   flower pot.

3. Put out your _____ hand.
   right rich

4. The _____ in the lamp burned out.
   butter bulb

5. Jack's father _____ a new fence.
   burn built

6. Be sure you have the _____ answer.
   right riddle

7. Our baseball team is going to play _____
   town tonight
   after school.

8. Turn on every _____ in the room.
   light little

9. Pull the rope with all your _____.
   might middle

Exercise 2 - Verbal Patterns

Choose the right word for each blank below.

1. Did you have _____ _____ _____ _____ the park today?
   (until / sweet)

2. Mary planted a _____ _____ _____ in the
   (pink / bulb)
   flower bed.

3. Outside your _____ _____ _____ lamp.
   (house / street)

4. The _____ _____ _____ to the Jones barrel was.
   (soldier / walk)

5. Work a factory _____ _____ _____ a new factory.
   (open / build)

6. Do some you have the _____ _____ _____ answers.
   (right / whole)

7. Our regular test is going to play _____ _____ _____
   after school.
   (soon / tomorrow)

8. Time on every _____ _____ _____ _____ in the room.
   (clock / display)

9. Will the train with you _____ _____ _____.
   (arrive / whole)

10. We are going to listen to a story on the radio

_____.
tonight together

11. Mother said that we _____ go on
might milk

a picnic.

12. The street _____ went out last
lily light

night.

Lesson 4 - Visual Exercise

See if you can follow these directions.

build _____

right _____

tonight _____

built _____

might _____

bulb _____

light _____

1. Put an X on right, write the word beside it.
2. Draw a circle around might.
3. Draw a line under light.
4. Draw a ring around bulb.
5. Put a * on build.
6. Draw a line over tonight.
7. Put an X on built.

Test 20

Test on the seven current words and three review words.

Check the completed work in pairs.

Check incorrect words and write correct form in notebook.

UNIT 21

Lesson 1 - Introduction

Fill in the blanks with the word from the list that has the same number.

1. barn — The boy will ____4____ around.
2. burn — The man is ____9____ years old.
3. born — I eat with a ____8____.
4. turn — My grandfather has a big ____1____.
5. morning — Do not ____6____ the lesson.
6. forget — We have a map of the ____12____.
7. forgot — The baby was ____3____ yesterday.
8. fork — The class is going to learn a new ____10____.
9. forty — In the winter the people ____2____ wood.
10. word — We go to school in the ____5____.
11. work — The girl ____7____ the book.
12. world — My father goes to ____11____ every day.

Exercise 23

Exercise 1 - Interpretation:

Fill in the blanks with the word from the list that fits the word description.

1. Helen The boy will _____ 4 _____ arrived.
2. Anna The man is _____ 3 _____ years old.
3. Anna I was with a _____ 3 _____.
4. Anna My grandfather was a big _____ 3 _____.
5. Bernadin He was _____ 3 _____ new Jersey.
6. Isabel He saw a man on the _____ 12 _____.
7. Isabel The cope was _____ 3 _____ yesterday.
8. John The plane is going to take a very _____ 12 _____.
9. Jerry In the kitchen the people _____ 4 _____ food.
10. Anna He is (in jail) in the _____ 5 _____.
11. Yvonne (in ship) _____ 7 _____ the food.
12. Monica I (ship) this to _____ 21 _____ every day.

Lesson 2 - Auditory Exercise

What words can you think of that end in rn or have rn in them? I can think of

learn darn scorn spurn learning

turn morn

Now tell me the words that you have thought of for our list.

Let us do the same for rg words like forget and forgot.

forgotten forgetting bargain

How many can you think of for or ?

working workman fort wart thwart

Now tell me your list.

Lesson 3 - Visual Exercise

What is it? Find the right word.

1. A place where cows live. _____

2. A lighted match will do it to you. _____

3. When it happened to you, you were a tiny baby.

_____

4. It is something we do when we dance. _____

5. It happens to you when you leave your book at home. _____

6. It happened when we left the windows opened and it rained in. _____

7. Is used to eat with. _____

8. It is the number after 39. _____

9. It is the time of day we get up. _____

10. We must know each one to get 100%. _____

11. If we do this well, we will be promoted. _____

12. It is very very large and round. _____

Lesson 2 - Visual Discrimination

What is it? Find the right word.

1. A place where cows live. _____

2. A lighted match, will do it to you. _____

3. When it happens to you, you make a silly noise. _____

4. It is somebody who do when he dances. _____

5. It happens to you when you leave your house or home. _____

6. It happens when we left the window open and it rained in. _____

7. It used to wet with. _____

8. It's the water's over. _____

9. It's my time of day, you go. _____

10. We must swim when to get lost. _____

11. If we do this well, we will be promoted. _____

12. It is very very large and round. _____

Lesson 4 - Visual Exercise

In column I write every word in which you find the smaller word or .

In column II write each word which has the word urn .

I.	II.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Test 21

SPELL-O

Free				
	Free			
		Free		
			Free	
				Free

				997
			997	
		997		
	997			
997				

UNIT 22

Lesson 1 - Introduction

hold	fold	soap
sold	worked	goat
cried	board	lie
died		carried

Can you use the spelling words in the sentences below correctly?

1. I will _____ the towels.
2. The vase will _____ flowers.
3. The boy _____ his papers.
4. The little dog _____.
5. The baby _____ and _____.
6. I _____ very hard in school.
7. Please erase the _____.
8. Use plenty of _____ and water.

TEST ON

Lesson I - Introduction

bread	total	news
sold	versus	week
sales	sound	life
also		service

Can you use the spelling words in the sentences below correctly?

1. I will _____ the towels.
2. The team will _____ flowers.
3. The bat _____ his square.
4. The little dog _____.
5. The _____ and _____.
6. I _____ very hard in school.
7. Mary was sweep the _____.
8. The clerk at _____ and sales.

9. The _____ ran after me.

10. George Washington never told a _____.

11. The bunny _____ an Easter basket.

Lesson 2 - Auditory Exercise

How well can you rhyme words?

Do it like this -

Choose a word from the spelling list to rhyme with gold.

That's right - the word is fold.

Think of the word cold.

Can you find a spelling word to rhyme with it?

hold

Go through the rest of the list in like manner.

Lesson 3 - Visual Exercise

Unscramble these words and write the word on the lines.

1. oldh _____

2. sodl _____

3. crdie _____

4. iedd _____

5. orkedw _____

6. borda _____

7. sopa _____

8. tgoa _____

9. ile _____

10. arrcied _____

Lesson 4 - Visual Exercise

Put the right word in the blank.

1. Mother let me _____ the baby.
   hold told

2. The man _____ the horse.
   bold sold

3. The girl _____ when she fell.
   cried tied

4. The flowers _____.
   died tried

5. The men _____ very hard.
   worded worked

6. James wrote on the _____.
   board bought

7. I use plenty of _____ and water.
   soft soap

8. The _____ went over the bridge.
   goat golf

9. It is wrong to tell a _____.
   life lie

10. The bunny _____ the Easter basket.
    carried carpet

Lesson 4 - Plural Nouns

Use the right word in the blank.

1. Mother has two _____ (girls / boys) the baby.

2. The man _____ (hole / mole) the screws.

3. Ten girls _____ (gave / give) work for Jell.

4. The flowers _____ (land / lands).

5. The man _____ (worked / working) very hard.

6. Jones stops on the _____ (board / boards).

7. I use plenty of _____ (water / soap) and water.

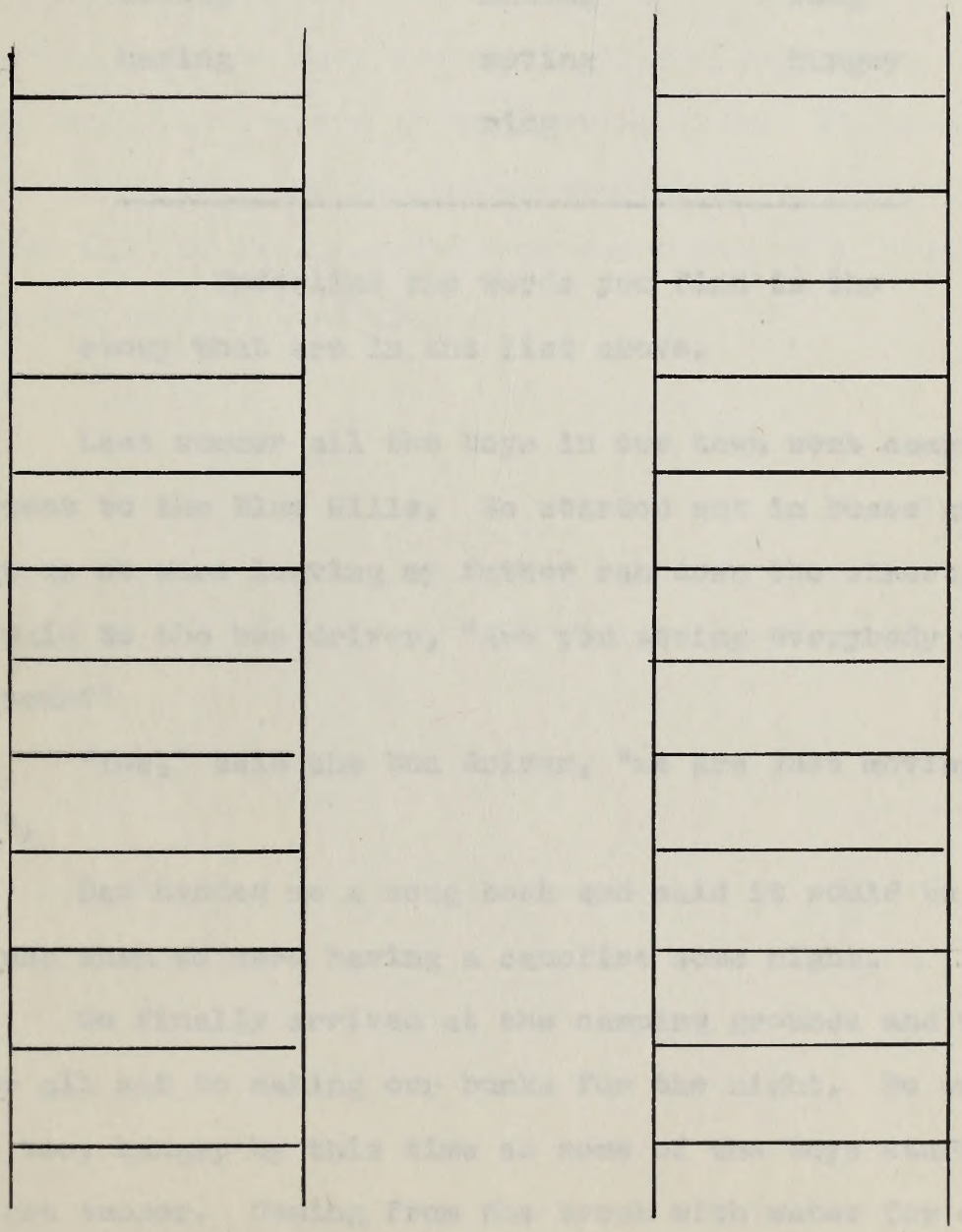
8. The _____ (dove / pigeon) went over the bridge.

9. It is wrong to sell _____ (life / lies).

10. The story _____ (excites / excites) the reader inside.

Test 22

Have two ladders drawn on the board. Have a relay game with the week's spelling words. Boys team against the girls.



UNIT 23

Lesson 1 - Introduction

camping	leaving	sang
coming	making	song
having	moving	hungry
	ring	

Underline the words you find in the story that are in the list above.

Last summer all the boys in our town went camping. We went to the Blue Hills. We started out in buses and just as we were leaving my father ran down the street. He said to the bus driver, "Are you moving everybody out of town?"

"Yes," said the bus driver, "we are just moving off".

Dad handed me a song book and said it would be nice to use when we were having a campfire some night.

We finally arrived at the camping grounds and we were all set to making our bunks for the night. We were all very hungry by this time so some of the boys started to get supper. Coming from the brook with water for cooking,

Unit 4a

Lesson 1 - Introduction

energy	learning	sense
coming	making	among
nervous	moving	industry

Vocab:

Underline the verbs you find in the story that are in the list above.

Last summer all the boys in our town went camping. We went to the Blue Hills. We started out in canoes and then as we were leaving my father ran down the street. He said to the bus driver, "Are you moving everybody out of town?"

"Yes," said the bus driver, "We are just arriving now."

Let imagine we a very book and said it would be nice to use when we were having a campfire some night.

We finally arrived at the camping grounds and we were all set to making our books for the night. We were all very happy by this time as some of the boys started to get nervous. Coming from the brook with water for cooking,

one of the boys was careless with his pail, leaving puddles of water all along the path. The camp master was very strict about making him clean up.

Supper never tasted so good, and there wasn't enough left to feed a hungry mouse. Then we sat in a ring around the fire and sang many a song from Dad's song book. We were really having fun on our camping trip. The moon was just coming out over the water, leaving a golden stream behind it. We fell wearily into our bunks, glad that we were not leaving that night.

Lesson 2 - Auditory Exercise

If you look carefully at your spelling words you will find that all of the words have ing or the ng sound at the end of each word.

Listen to this jingle. When I finish you can say it to me. Watch for the ing sounds.

"Ding, dong, ding, dong,"
Hear the old school bell
Singing its song.

"Ding, dong, ding, dong,"
Telling the children
To hurry along.

"Ding, dong, ding, dong,"
Here they come running
And skipping along.

"Ding, dong, ding, dong,"
Morning and afternoon
Singing a song.

Lesson 3 - Visual Exercise

Write the word twice under the printed word.

camping	coming	having
_____	_____	_____
_____	_____	_____
leaving	making	moving
_____	_____	_____
_____	_____	_____
ring	sang	song
_____	_____	_____
_____	_____	_____

hungry

_____

_____

Lesson 4 - Visual Exercise

Fill in the blanks with the right word.

1. This summer we are going _____.

2. When the pussy willows bud, we know that spring is _____.

3. The children were _____ a good time at the party.

4. The men were _____ the furniture.

5. The children were _____ the school at twelve o'clock.

6. The teacher was _____ a jack o'lantern.

7. Did you hear the bell _____?

8. The boys and girls _____ a _____.

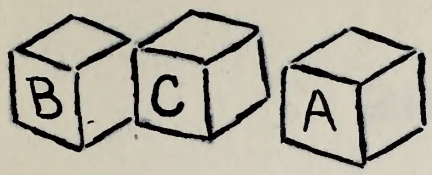
9. We feed the baby when she is _____.

Test 23

Expose flash cards for five seconds. Have children write the words. Check the work in pairs. Write the corrected form in notebook.

UNIT 24

Lesson 1 - Introduction



trick

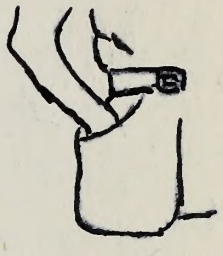
_____

track

_____

pack

_____

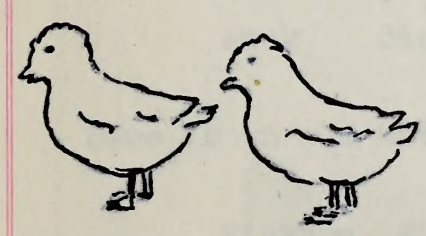


back

_____

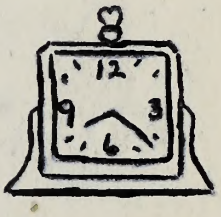
block

_____



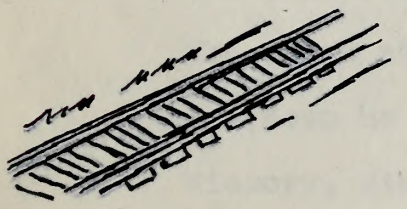
ducks

_____



pocket

_____



o'clock

_____

Under each printed word write the word with your pencil. See if you can draw a line from each word to the picture that matches it.


A
C
B

Lesson 2 - Auditory Exercise

Listen to these words.

click clack locket neck dock

Did you hear the ck sound?

You say these words.

duck rock lick cluck sick

Hear the hard sound of ck ?

Say these words slowly.

flick kick mock stock stocking

sock dick dock

Here is an old Mother Goose rhyme for you to say.

Hickory, dickory dock,

The mouse ran up the clock;

The clock struck one

And down he run,

Hickory, dickory dock.

Lesson 3 - Visual Exercise

Put in the missing letters in each word.

It was two o' and time for the show to begin. The clowns came out on the stage and then ran ba again. The next time they came out they dragged a large bl . A big seal got up on the bl and did a tri . He kept a large ball on his nose for a long time.

One clown opened his po and out flew two . One duck had a pa of balloons tied to his ba . The other duck sat down beside a toy tr and flapped his wings when the toy engine went by.

We all had a good time and at four o' the show was over and it was time to go home.

Lesson 4 - Visual Exercise

Fill in the blanks with the missing words.

1. Twelve _____ is striking.

2. I keep marbles in my _____.

3. The wild _____ fly south in winter.

4. The boy made some book ends from a _____ of wood.

5. Someone tapped me on the _____.

6. The boy had a _____ of cards.

7. The car went off the _____.

8. I taught my dog a _____.

Test 24

Dictate sentences using spelling words.

1. Can your dog do a trick?

2. Santa carries a pack on his back.

3. We come to school at nine o'clock.

4. Keep your marbles in your pocket.

5. There were eleven ducks on the pond.

6. The street car runs on a track.

7. A baby puts one block on top of the other when he builds a house.

UNIT 25

Lesson 1 - Introduction

better	letter	carry
bottle	matter	hurry
getting	sorry	berry
	merry	

Look at the words in the list carefully. Can you find twins? Of course, we mean twin letters like tt and rr. Draw a ring around all the twin letters you can find in the list. Then read the jingles. Can you find the twin words that fit in the spaces?

To that soldier write a l_____

That I know would be b_____

If you're hit by a lorry,

You'll be very, very _____

When it rains, a thorough wetting,

I am certain you'll be _____

On the roof a pitter patter,

What I wonder is the _____

Exercise 3

Exercise 1 - Introduction

Letter	letter	merry
Bizzle	matter	Merry
Jostling	worry	merry
	Merry	

Look at the words in the list carefully. Can you find twins? Of course, we mean twin letters like ff and rr. Draw a ring around all the twin letters you can find in the list. Then read the jingles. Can you find the twin words that fit in the spaces?

So bird soldier writes a I _____
That I know would be b _____

If you're hit by a lorry,
You'll be very, very _____

When it rains, a thunderous noisium,
I or cowards you'd be _____

In the wood a bizzer butter,
What I wonder is the _____

If you'll save yourself some worry,

Take your time and never _____

From pretty lips red as a b_____

Comes laughter, gay and m_____

When you've work to do, don't tarry,

Willing hands your load will _____

Name a word that rhymes with throttle,

Yes, you're right, the word is _____

Lesson 2 - Auditory Exercise

Watch for the twin sounds. Draw a circle around each one that you see.

Pitter-patter, pitter-patter,
Sing the raindrops merry,
Pitter-patter, pitter-patter,
On the roof we'll tarry!

Pitter-patter, pitter-patter,
Hurry, hurry, hurry.
Fast upon our merry way,
Scurry, hurry, scurry.

Pitter-patter, pitter-patter,
Golden drops we carry,
Pitter-patter, never chatter,
To the earth we hurry.

Lesson 3 - Visual Exercise

PUZZLES

Words are cut up and placed in an envelope. Twin letters are left uncut, children match words in the list as the teacher writes them on the board.

The teacher calls words and times children on response.

Lesson 4 - Visual Exercise

Draw a ring around the words that are the same. Write that word on the last line in each space.

better	little	letting
butter	bottle	getting
better	cattle	getting
matter	bottle	betting
_____	_____	_____
merry	sorry	letter
marry	sorry	mutter
tarry	berry	letter
merry	tarry	latter
_____	_____	_____
matter	harry	berry
clatter	carry	lorry
matter	carry	berry
scatter	canny	carry
_____	_____	_____

harry

hurry

hurry

scurry

Test 25

SPELL-O

Free	tt			rr
	Free		tt	
	rr			Free
Free		rr		tt
tt				Free

UNIT 26

Lesson 1 - Introduction

full	funny	hopping
dollar	cannot	happy
follow	running	lesson
rabbit		bigest

Copy the words on the lines below. Then write a sentence beside them.

Lesson 2 - Auditory Exercise

Listen for the ll sound in these words.

will kill pull roll doll

Now you say these words. Let me hear the ll sound.

fill miller all ball taller

Leaves and leaves are swirling in a shower -

Still? Still!

A golden rain is falling on the hill - hill.

Listen for the bb sound.

cabbage nibble nanny blubber bubble

wobble rubber gobble chubby

Say this sentence.

The rabbit nibbled at the cabbage leaves.

Listen for the nn sound.

cannot funny running winnoe

You say these words.

sunny bunny minnow

I have a funny bunny,

With gummy gumdrop eyes.

Listen for the pp sound.

happy snappy hopping stopping

Can you say these words?

supper shopper happen apple puppy

Lippy and Loppy are two little rabbits,

Lippety, loppety, lippety lop.

See if you can find words like "lesson".

See if you can find words like "biggest".

Lesson 3 - Visual Exercise

Can you make rhymes from your spelling words?

collar	popping	bull
_____	_____	_____
cunning	hollow	snappy
_____	_____	_____
sunny	suggest	caissons
_____	_____	_____

Write three words with bl .

Write three words with nn .

Lesson 4 - Visual Exercise

Underline all the spelling words that you can find.

Happy, the little rabbit was running through the garden. The old farmer was running after him, because Happy had eaten his biggest cabbage. He was not happy because he had spent many a dollar buying cabbage plants for his farm. Happy ran up and down the rows so fast that the farmer could not follow him. "I cannot catch him even by running", said the farmer.

Happy reached home, but he did not feel very well. He was so full of cabbage that Mother Rabbit scolded him and gave him some medicine.

"I hope you have learned a lesson", she said to Happy.

Happy never went running or hopping to that farm again.

Test 26

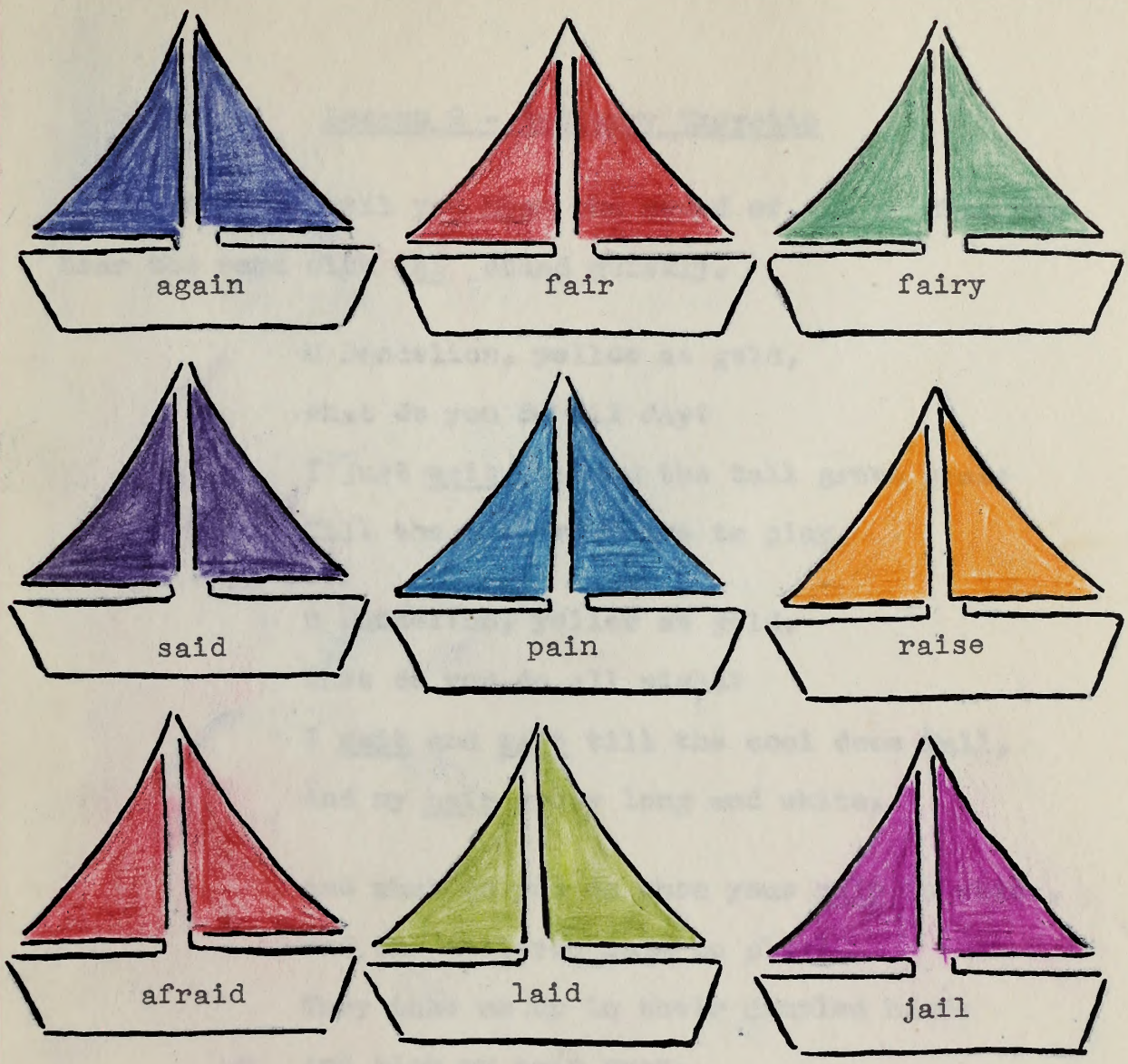
Give out small slip of paper to each child, each slip containing a spelling word.

Assign a space at the board for each row, first making sure that each child in the row has a different word.

Children play a relay race, each child writing a sentence on the board in turn.

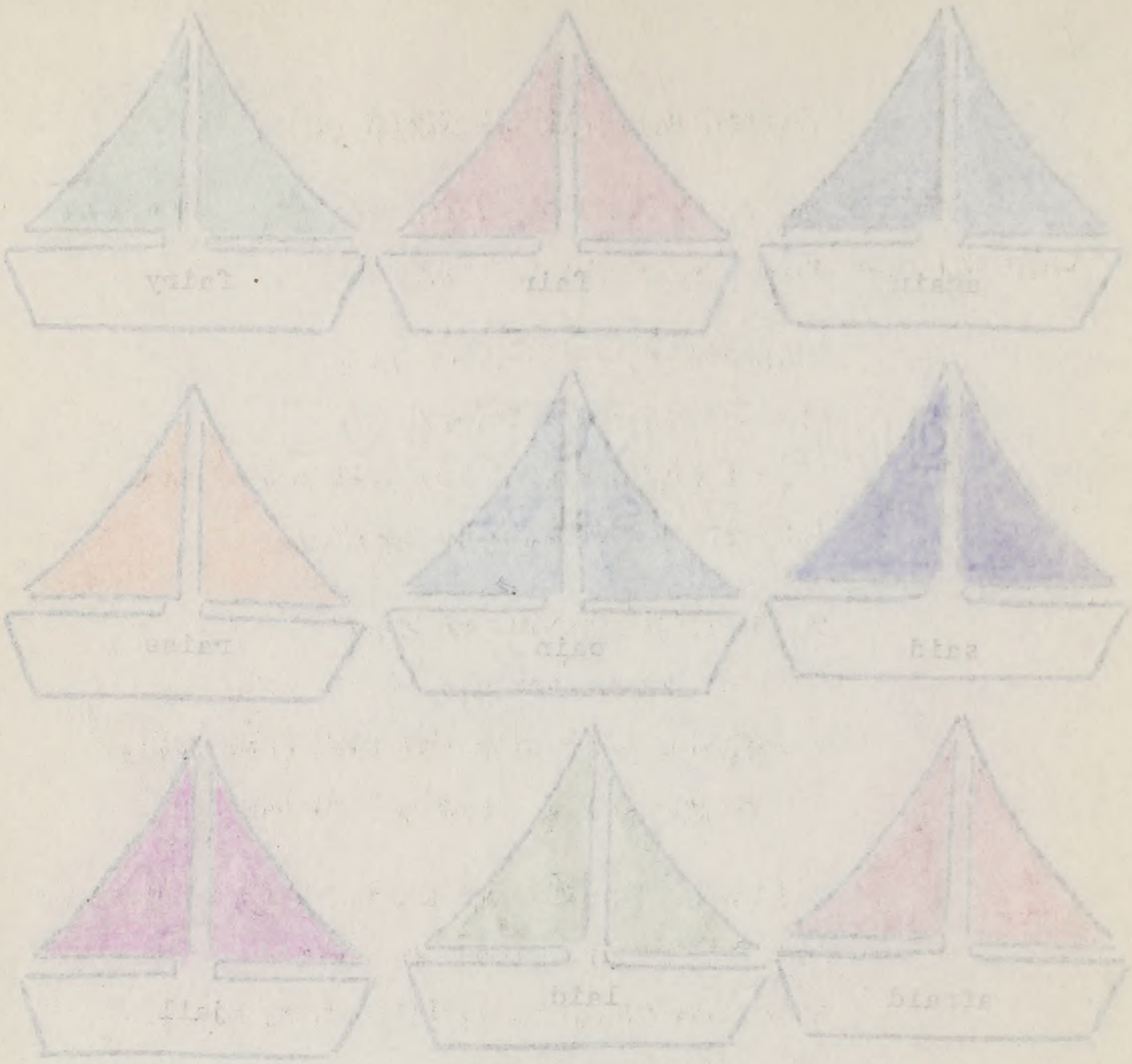
UNIT 27

Lesson 1 - Introduction



Here are some pretty little ships. Each one has a word printed on it. When the teacher says the word that matches the one on a ship draw some waves under it, like this

When you have finished copy the words from the little ships at the top and write them correctly on those at the bottom of the page.



Lesson 2 - Auditory Exercise

Listen until you hear the sound of ai . When you hear the word with ai stand quickly.

O Dandelion, yellow as gold,
What do you do all day?
I just wait here in the tall green grass
Till the children come to play.

O Dandelion, yellow as gold,
What do you do all night?
I wait and wait till the cool dews fall,
And my hair grows long and white.

And what do you do when your hair is white,
And the children come to play?
They take me up in their dimpled hands
And blow my hair away.

How many words can you think of that say ai ?

Lesson 3 - Visual Exercise

Flash cards -- expose for study.

Repeat -- expose for writing.

Lesson 4 - Visual Exercise

Write another sentence using the same word.

1. The boat has a pretty sail.

_____

2. The baby was afraid of the big dog.

_____

3. People who break the law have to go to jail.

_____

4. The teacher said "Good work".

_____

5. Alice had a pain in her arm.

_____

6. Raise your hands high over your head

_____

7. Cinderella had a fairy godmother.

_____

8. Let's play that game again.

_____

9. The hen laid an egg.

_____

Lesson 4 - Visual Learning

Make quick-fire responses using the same words.

1. The mouse had a nasty quill.

2. The bony was already at the pale dogs.

3. People who teach the law have up to 1pil.

4. The terrible maid "good work".

5. Blake had a pail in her arm.

6. Raise your hands high over your head.

7. Cleopatra had a Tudor jewelled.

8. Jack's dog chase cows quick.

9. The tree fell on me.

10. This was a <u>fair</u> day.

_____

Test 27

Use a tachistoscope with phrases and have the children pick out the spelling words in the phrases.

UNIT 28

Lesson 1 - Introduction

paid	sail	laugh
railroad	auto	aunt
	caught	

Have you ever done a crossword puzzle? In this puzzle you won't have to guess the words, but you will have to find the missing letters. If you can't guess look at the words in the spelling list.

P			d	■			t	o	■
■	r			d	r	o	a	d	■
■	■	c			g	h	t	■	■
s			l	■	■			n	t
■	l			g	h	■	■	■	■
r			l	r	o	a	d	■	■
■	a			t	■			t	o
■	■	c			g	h	t	■	■

Unit 3B

Lesson 1 - Introduction

pain	nail	laugh
railroad	also	sure
	caught	

Have you ever done a crossword puzzle? In this puzzle you won't have to guess the words, but you will have to find the clues yourself. If you can't guess look at the words in the spelling list.

	o	t				d			p
	d	a	o	r	d			r	
		t	n	m			o		
t	n					s			s
				n	m			s	
		d	a	o	r	s			r
o	t				t			d	
		t	n	m			o		

Lesson 2 - Auditory Exercise

Do you remember all the words with ai that we talked about in the last lesson. Turn back to that page in your book and read the poem again.

In this lesson we also have some words that have the sound au .

Say the words slowly.

Look at auto.

What other word that you know begins with the same letters?

How many words can you think of that sound like

aunt

caught

laugh

Lesson 3 - Visual Exercise

Study Steps

Lesson 4 - Visual Exercise

Write the spelling word twice under the printed word.

paid	sail	auto
_____	_____	_____
_____	_____	_____

aunt	caught	laugh
_____	_____	_____
_____	_____	_____

railroad

_____

_____

Test 28

Dictate the following paragraph using the spelling words.

Last summer my aunt came to visit us. When she paid us a visit two years ago she came in her auto, but this year she came on the railroad. We went for a sail on the river and we caught some fish. I laugh when I think of the fun we had on that fishing trip.

UNIT 29

Lesson 1 - Introduction

around	country	south
could	cousin	would
count	found	our
	hour	

When it rains we use umbrellas to keep us dry. On this page we have some umbrellas to use in playing a game. Pretend that it is raining and that you need an umbrella. If you can say the spelling word correctly and use it in a sentence you can have an umbrella to keep you dry. See how many umbrellas you can collect.

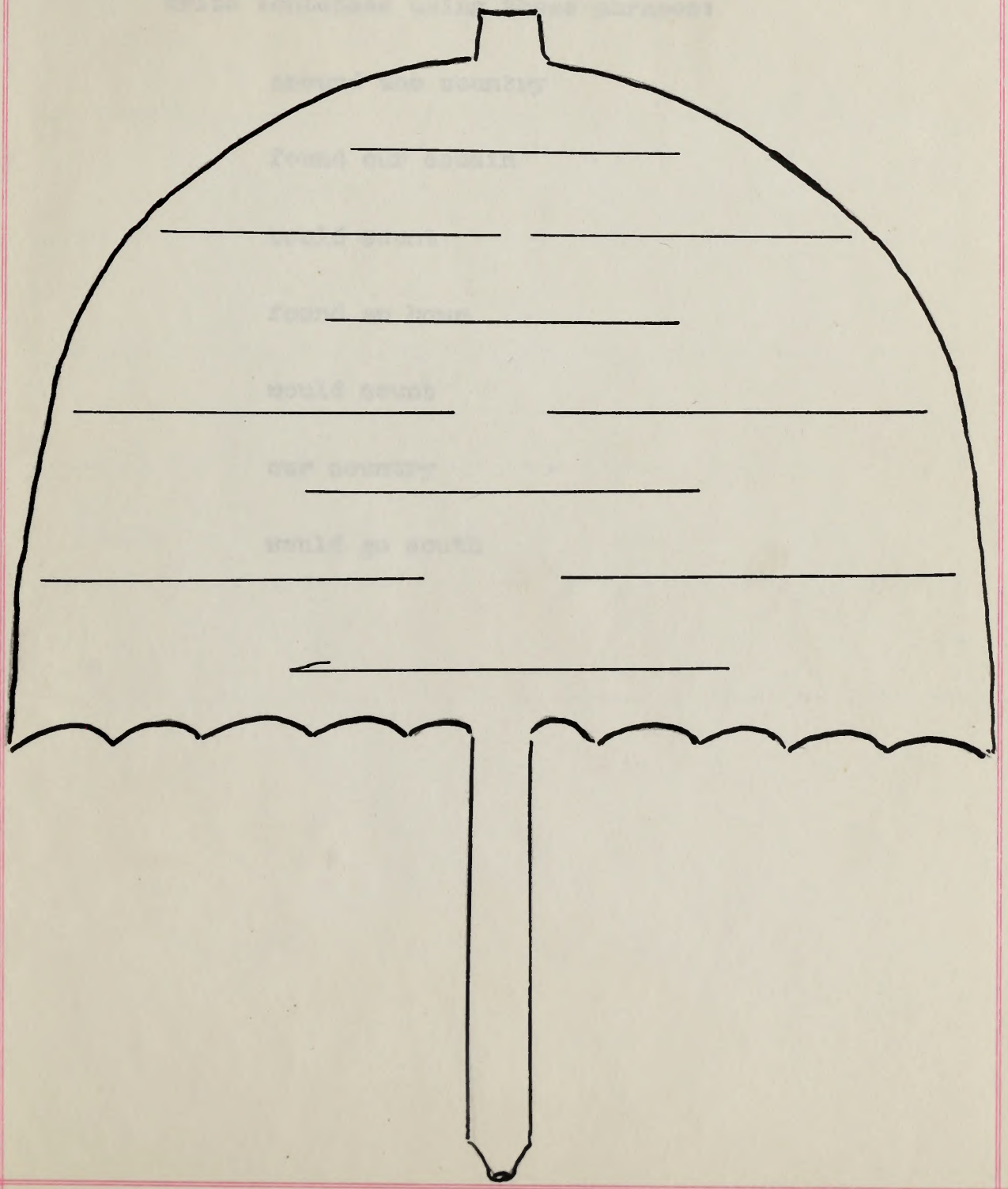
Lesson 2 - Auditory Exercise

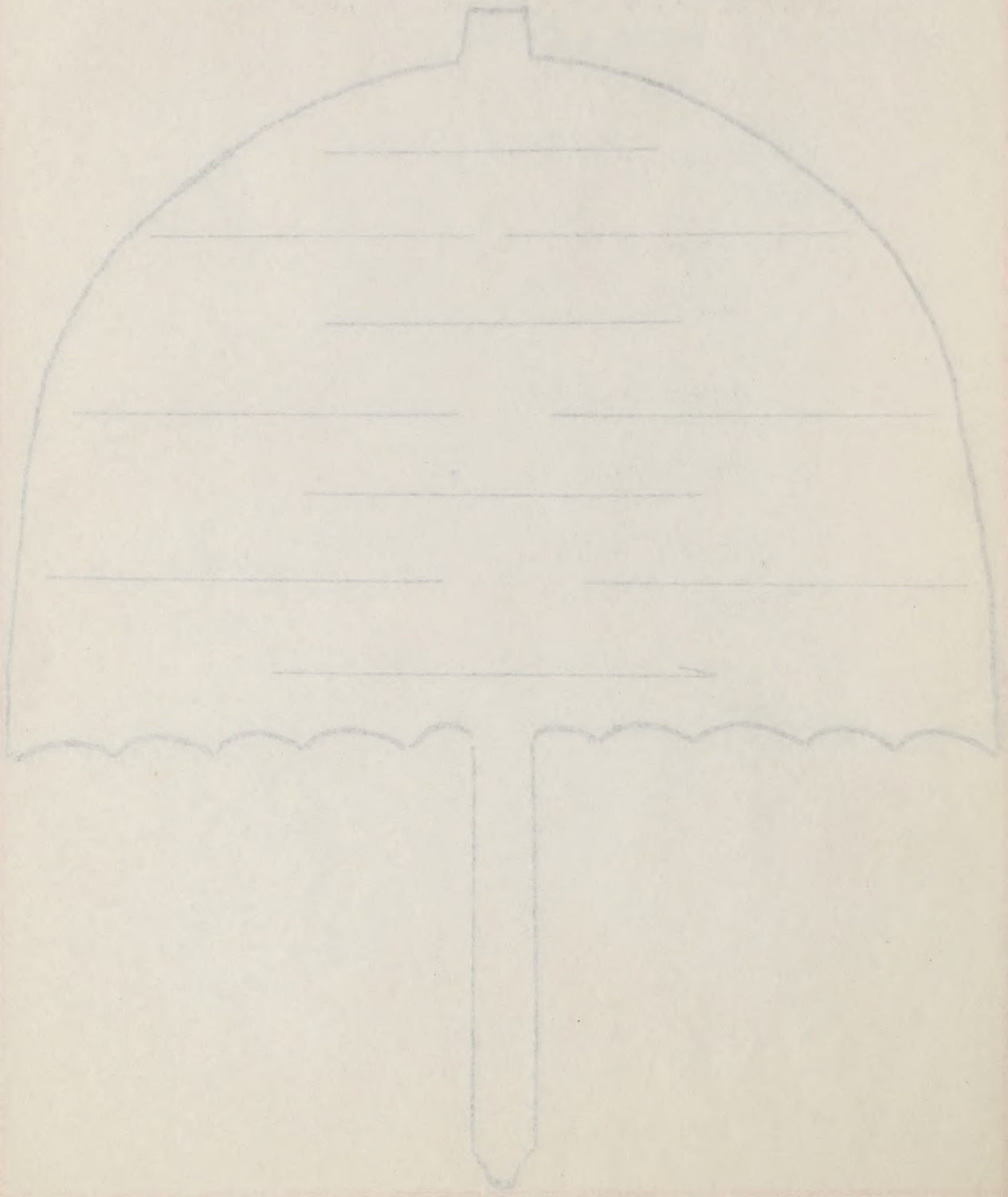
Listen to the words that I say. When I finish see if you can guess two words to match them.

Teacher:	mouse	house
Class:		
T.	mouth	south
C.		
T.	could	would
C.		
T.	count	country
C.		
T.	found	our

Lesson 3 - Visual Exercise

Write a spelling word on each line in the umbrella.





Lesson 4 - Visual Exercise

Write sentences using these phrases:

around the country

found our cousin

could count

found an hour

would count

our country

would go south

Test 29

SPELL-O

	Free			
		Free		
	Free			
Free				
	Free			

UNIT 30

Lesson 1 - Introduction

food	wood	now
good-by	wool	own
noon	afternoon	tomorrow
	down	

Here are some more members of the "twin" family, oo and their cousins the ow family.

Draw a circle around all the words you find with oo or ow .

Now write a sentence in the space below using each of the words in the list.

UNIT 20

Lesson 1 - Introduction

food	book	new
good-by	wool	own
room	kitchen	tomorrow
	down	

Here are some more members of the "owl" family.

ou and their sounds the ou family.

Draw a circle around all the words you find with

ou or ow -

Now write a sentence in the space below using each of the words in the list.

Lesson 2 - Auditory Exercise

Say these rhymes.

The Man in the Moon
Ran away with the spoon,
And never returned
Until late afternoon.

Do you hear the twin sound of oo ?

Say this sentence.

Soon I shall sweep the room with a broom.
Red Riding Hood met a wolf in the woods.
The cook looked in her cookbook.
Balloons sail up to the moon.
Boom! Boom! boomed the guns.

Now listen for the sound of ow .

Bow-wow barked Bowser the dog.
Now mother is going to go downtown.
Tomorrow he will take his own brown cow to the pasture.

Lesson 2 - Multiple Meaning

Say these words.

The man in the moon
Ran away with the spoon,
And never returned
Until late afternoon.

Do you hear the two sounds of oo ?

Say this sentence.

Soon I shall sweep the room with a broom.
And taking food and a wolf in the woods.
The cook looked in her cookbook.
Balloons sail up to the moon.
Good food boosted the goose.

Now listen for the sound of oo .

Because bacon fried every day.
You notice in going to go shopping.
Tomorrow an air taxi or car broke down on the
pasture.

Lesson 3 - Visual Exercise

Write a sentence using each one of the spelling words. If you are very smart perhaps you can use more than one word in a sentence, like this -

We eat our food at noon.

Lesson 4 - Visual Exercise

In many of our lessons we have used riddles to help us remember our spelling words.

See if you are able to make up some riddles or questions using any five of the spelling words that you choose.

Test 30

1. Much food is needed by the Army and Navy.

2. I said good-by to my mother.

3. We have our lunch at noon.

4. Wood is used to build a fire.

5. We get wool from sheep.

6. We read in the afternoon.

7. I went down to the edge of the water.

8. Now is the time to buy war stamps.

10. Tomorrow will be Sunday.

Test 7a

1. Much food is needed by our army and navy.

2. I quite recovered my health.

3. We have buy lived at home.

4. Wood is used to build a fire.

5. We get coal from mines.

6. We meet in the afternoon.

7. I went down to the edge of the water.

8. How is the time to buy our stamps.

10. Tomorrow will be monday.

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